

# Libraries

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## Reflections of a Boss

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For I am a man under authority, having soldiers under me: and I say to this *man*, Go, and he goeth; and to another, Come, and he cometh; and to my servant, Do this, and he doeth it.

*Matthew 8:9.*

For the past 35 years I have been a boss; that is, I have had under me a staff of workers, sometimes as few as several dozen, sometimes as many as several hundreds. In intelligence they have ranked from very high indeed to average, perhaps in some cases to considerably lower than average. My problem has been to get results from these workers, and I have given some thought of my own, and some observation of others, to it, during these years.

My conclusions, and my practice based on these conclusions, have differed materially from those of others that I know, owing in some cases doubtless to difference in personnel, in others to difference of character and temperament in the boss himself, in still others perhaps from mistaken deductions from facts, either on their part or on mine.

My conclusions are based on the conviction, I might call it an axiom, that in action we invariably follow preference; in other words, we do what we want to do, so that to influence the action of others we have only to establish a motive stronger than other motives that would lead to some other action.

To avoid mistake, let me say here that I am excluding force due to actual phys-

ical contact. An unwilling child may be lifted up bodily against his will and carried into another room. He is certainly not actuated by preference; but if you do not touch him and induce him to go by promises or threats he does go by preference. He goes because he prefers to be rewarded or to escape punishment. You have established a motive stronger than any that might induce him to disobey you.

These motives—the hope of reward and the fear of punishment—are two of the four that I propose to discuss. I couple them here because I consider them coarse motives. It may be necessary to use them in cases where finer ones cannot be established. It is probably necessary to use them with animals in most cases—certainly not in all. It is rarely necessary to use them with men.

I shall probably be reminded that in two great spheres—religion and law—these motives are still paramount. My answer is that this is more apparent than real. I have already intimated that in dealing with inferior intelligences they are often necessary. But I doubt whether when any one of us performs a meritorious act he does it either because he hopes for reward or fears punishment.

One of our most forceful pulpit orators, the Rev. Dr. Caleb S. Henry, a life-long review editor in New York who retired to a New England rural parish in his old age, used to say again and

again: "Do right because it *is* right. Avoid wrong because it *is* wrong."

You all remember the test question: "Suppose that simply by an act of will you could cause the death of an obscure Chinese in a remote province and at the same time increase your bank account by a million dollars. Would you do it?"

Such things are really beyond the scope of this article. The bribes that an ordinary boss might offer to those beneath him are not of this magnitude; neither are the punishments with which he might threaten them.

Turning to law, of course, penalties play a prominent part in our statutes and the courts are busy with applying them. Yet it has always seemed to me that they are becoming less and less the effective part of law. When hanging was the penalty for sheep-stealing, sheep-stealing went on just the same.

What happens when a statute has to rely on itself alone without the support of public opinion has been demonstrated again and again. At present the Volstead Act is an outstanding example. Where a statute is merely a codification of public opinion it almost enforces itself. Crime must be dealt with, but I have yet to be persuaded that the mere fear of a penalty reduces law-breaking to any efficient extent.

I have had no experience in dealing with large bodies of unintelligent workmen, but certainly with a library staff what I have called the "coarse motives" have little value.

Third I place personal influence, liking for the boss and wish to please him, involving, of course, as a correlative unwillingness to do anything that could cause him pain or uneasiness. This has seemed to be one of the most powerful of all classes of motives, tho, of course, not of the highest class. It can and does operate for evil as well as for good. The boss, for example, may be the head of a criminal gang, to whom his followers

are much attached. I have an idea, however, that in the underworld the coarse motives, hope of reward and fear of punishment, are those that most frequently act.

He would be an inefficient boss, however, who failed to appreciate and make use of this motive. If he possesses the confidence and affection of those under him he will usually have willing and efficient service. Here as elsewhere the laws that govern the administration of a working body are simply phases of those that regulate general human contacts.

We can learn to treat our fellow workers with consideration and courtesy—as human beings and not as mere cogs in a wheel. We can make ourselves accessible to them and discuss matters freely with them. We can avoid giving pain and insisting on red-tape for its own sake. Conduct of this kind is closely connected with my fourth method of establishing a motive, which I consider the most effective and important of all. We may call it persuasion, and it acts by convincing the worker that his chief's order is logical and probably the fairest and best way of dealing with the matter in hand.

This method is not popular with bosses and is employed only in part, chiefly for two reasons. First, there is dynamite in it. If the boss's plan is not well reasoned he cannot hope to convince an intelligent subordinate that it is. Secondly, it takes time; and bosses are often in a hurry.

These two objections seem to be really points in its favor. It discourages the presentation of half-baked propositions, and it ensures that enough time shall be spent in study and discussion for a thoro understanding on all sides.

Good personal feeling, of course, promotes understanding, and furthers willingness to change one's mind for good reason. To this extent, methods third and fourth may be used in conjunction. But method three must be used with

care. Inclination to approve the opinions of a boss may be due to reasoned confidence in his judgment, or to mere personal popularity, or to desire to curry favor, that is, expectation of reward, which introduces method the first. The boss never can tell which motive is acting. Mere personal popularity is notoriously evanescent and may shift to condemnation in a day. Even confidence in one's judgment may be changed by a few obviously bad decisions. The boss who thinks he can go as far as he likes just because everybody likes him, is a very foolish boss. There is always a breaking point, and when it is reached the break is apt to be sudden, and thoro, and hard to mend.

One effective way to influence opinion is to try some proposed plan experimentally and see what happens. Only one must remember that one must really try to see, and not merely expect that which he desires. An experiment is a question: you always get your answer, yes or no. A negative answer indicates the success of the experiment just as really as a positive answer does.

Many executives object to discussing proposed plans with members of their staffs. It seems to me that such persons are, like the fabled ostrich, simply burying their heads in the sand. These plans are going to be discussed, and very fully. Is it better to have this done where the executive cannot hear the discussion, where he will not be present to give information and correct misapprehension, and worst of all, where, if he sees he has really made a mistake it can be corrected only by amending a rule already promulgated? This question answers itself. The inevitable discussion should be *before* the adoption of the new policy and should be open to *all* those concerned or their representatives. Such preliminary discussion clears the air, and even when the boss concludes to adopt a policy against which there is much feeling

among his staff, it may often be done after such a free discussion with a minimum of discontent. Everybody likes to have "something to say," and that something will be said, if not in an orderly, then in a disorderly manner.

We sometimes have at our staff meetings visitors from other libraries, and I am then always a little fearful of what they may think is going on, especially if they are from libraries where the "Thus spake Zarathustra" policy is in vogue. The outspoken and sometimes heated remarks, generally unchecked by the chair, might lead to the conclusion that some kind of an outbreak was in progress. In like manner a child when a near-by locomotive begins suddenly and violently to blow off steam, is afraid that the boiler is going to burst, whereas what he witnesses is the very thing that is designed to prevent explosion and is actually preventing it. Just one or two examples to illustrate what I have said:

1) A library executive desires to introduce a system of efficiency records against the almost unanimous opinion of the staff. The trouble is that every one seems to think that such records would be used, at least in part, for purposes of petty spite. If they had been adopted under those circumstances, there would have been not only dissatisfaction but indignation; and staff *morale*, as well as relations with the executive, would have been seriously impaired. A campaign of education and discussion was at once begun. All phases of the plan were taken up, one by one, their purpose explained, objections heard, and modifications suggested. This went on at intervals for over a year, until, the scheme being now thoroly approved by all, it was adopted and has since worked smoothly for many years without the slightest complaint on anyone's part.

2) Dissatisfaction having been expressed with a library's rules concerning the issue of cards to adults and children

respectively, the librarian appointed a committee of the staff to study the subject. This committee unanimously recommended certain changes. A test vote revealed that there was strong opposition to these. Evidently it had chanced that the committee was not representative. A second committee was appointed wholly of dissidents. In its report certain features were the same as those in the first report. These were put in force at once, while the remainder were held over for further study.

3) It became necessary to buy for a library books in the Czech language. The Czechs include good Catholics and Freethinkers. A committee was appointed on which both sides were represented. This committee was unable to agree on anything. It was dissolved and a committee consisting wholly of Freethinkers was asked to recommend a list of books. This list was then submitted to a Catholic priest, who was asked to cross off titles to which he objected. The remaining ones were purchased. This proceeding seemed to satisfy all, as evidenced by the presentation to the librarian of an illuminated testimonial from the Czech colony. This last indicates that despite radical differences the public or a section of it, may be handled by methods similar to those used in dealing with a staff. This is particularly true of the library public, especially where an effort has been made to cultivate pleasant relations and to discourage as much as possible institutional viewpoints and methods of treatment.

Of course, the difference is that the staff is made up of paid employees and the public is not. On the contrary the public are the employers. Their contact with the boss, whose bosses they really are, is, however, somewhat indirect and often not realized, and for the moment he is in a position to dictate.

The first and second motives, which I have called "coarse" ones, are usable here

in modified form. Punishment is daily applied, in fact, in the shape of monetary fines for overdue books, or for damage to leaves or binding. Temporary or even permanent exclusion from library privileges is not unknown. As to rewards I know of none that is operative except increase and improvement of library service, which is a powerful promoter of good will and is, of course, to be recommended rather than discouraged.

Personal contacts, the librarian and his staff get with the public in greater or less measure according to position, and the library benefits from good will and suffers from ill will, accordingly.

The fourth plan, used with the public, requires considerable limitation. One cannot confer with the whole public, or with any part of it that can be regarded as truly representative. Here the experimental method is indicated, and one is often able to get from it very clear and definite answers.

It is quite easy, for instance, to ascertain whether the public would care for more books on gardening, for works in Lithuanian or for a newly-issued periodical. The same is often true of proposed extensions of service.

For instance, several years ago it occurred to us that the east terrace of our library would make a good outdoor reading room in summer afternoons. We placed tables and chairs there, well furnished with periodical literature. It all looked very attractive, but nobody would use it. This result was much more decisive than if we had sent out a questionnaire to several thousand readers.

On the whole, being a boss is rather good fun. I am sure that no man makes a mistake who takes his subordinates into his confidence, who does not "spring things" on them and who allows a new plan to adjust itself to their minds while there is yet time to modify it.

However there are bosses who adopt quite another plan. These are positive

men who know they are right, who do not want advice and who rely on authority to enforce their own ideas. They are the people who like to "jam things thru." Perhaps they are right. Some have been conspicuously successful, but on the other hand some have been woeful failures. After all, the success of an effort to force things depends on the resisting medium. I can easily poke a stick into a mudhole, but I am unable to make much impression on a rock.

Also there are situations where quick and prompt action must be taken. There is no time for the persuasive method. Here the possession of confidence and affection is of untold value to a boss. In any case, the final decision must be his. To convey the impression that he has abdicated in favor of some sort of a staff committee of the whole is, of course, both false and fatal. He may

be forced to go contrary to an almost unanimous opinion. Yet it will benefit him and also the staff, if the situation is thoroly known before he acts.

Before leaving this subject, I should refer to what may rank as a fifth method of impressing one's ideas on his subordinates, or rather perhaps of bringing about in such a body a practical unanimity of view. This I may call the method of elimination. It is very simple, and consists of getting rid of all persons who think differently from the boss. It is a very old method and varies all the way from cutting off the dissidents' heads to discharging them. Even the best of bosses may be compelled to use this method in individual instances, where all others have failed. There are in all staffs anti-social persons that are simply trouble-makers and have no place in any reasonable scheme of service.

### Cataloging from a Reference Viewpoint

Grace Walker, head cataloger, Public library, Evansville, Ind.

Reference work is interesting, embracing as it does all kinds of books, all manner of people, all types of questions, all phases of knowledge; and also taxes all the patience and ingenuity of the one serving the public. But cataloging is interesting too, tho the contacts are different; and from an experience both as a reference worker and a cataloger, I find them equally absorbing.

I am reminded of the old Biblical story of Jacob, who served for seven long years and received as his reward—Leah, who seemed not so satisfactory a reward after all, for Jacob voluntarily served seven long years more in order to secure Rachel, who was evidently his ideal and without whom he could not be content. After having served seven long years to win the reward of reference librarianship and not finding entire satisfaction in it, I have begun to serve for

my Rachel! and already discover the deep joy of congenial and ideal work.

The cataloging department and the reference department, these bring together what is often considered the two extremes of the library profession; the one which deals with books as books, regardless of people; and the other which deals with people and their insatiable desire for information. They should not be opposed to each other nor work at cross purposes. The story of two savages illustrates the futility and the humorousness of such procedure. These two savages fought long and bitterly for the possession of a pair of gaudy earrings which they both coveted. Little good the victory gave the winner, for he who proudly bore them off could not wear them, as the conquered competitor had succeeded in biting off both his ears! The two departments are not rivals, but

are in reality sister departments, the Siamese twins of library work. Each owes its existence to the other, and depends on the efforts of the other for mutual benefit and aid.

What can we as catalogers say to justify ourselves in thinking that we are indispensable to the reference and circulation desk librarians? What can we offer to prove our claim that their existence depends upon us?

We all know that the aim and purpose of a catalog is to show the general resources of the library, to provide a key to unlock its hidden treasures. It is a piece of complicated machinery. It must be made by those who are technically competent to put it together so that it will function properly. It must be used by those who are skilled in its technique in order to profit by the best it can offer. It is a permanent record; for the cards entrusted to its care describe the books in minute detail, register facts of all kinds, and stand intact, ready for instant service with their full and unchanging information. It is the connecting link between a book and the person who needs that book. As long as the cards last they present a true portrait of each book and furnish a clue to its secrets.

To be a good catalog it should be able to answer the questions asked of it with the least trouble and irritation to the questioner. It must supply information along two lines: 1) What books are in the library: by author, subject and title? and 2) What is the nature and general makeup of the book, its size, date, edition, pages; in fact, the characteristics of the individual book? The public think the catalog a confusing device, trying to hide titles, disguise authors, confuse headings. They prove the truth of the saying, "Travelers who need no guide in a grove would be lost without one in a forest." And being lost they appeal to a guide—who else but the reference librarian?—to pilot them thru the depths

and turns of multiplied headings, pseudonyms, and details on cards that are meaningless to them. Their faith is justified, for simply and without seeming effort their material is produced for them and they smile gratefully at the efficient being who reads the magic so easily.

What is the reference librarian? *First aid* in the library for the reader—the simple reader who dares not approach the intricate, un-understandable catalog which confuses rather than enlightens. Smart as the reference librarian may be and smart as she usually has to become in order to be able to ferret out from her timid customer the exact nature of the information desired, yet she cannot as a human being know all the books in the library nor possess a knowledge of their contents. She must have a place of last resort, a sure refuge, and she turns to the catalog. It must be well made to meet her needs, logical, compact, authoritative, yet full enough of detail to meet the demands made of it. Telephone calls, rush questions, impatient patrons—all must be taken care of as expeditiously as possible. If the catalog is full of subject headings, analytics, author and title entries, the work of the reference assistant is much simplified and the satisfaction of the waiting customer is guaranteed. Garbled and incoherent inquiries cause much trouble; but often after the searcher is taken to the catalog and shown entries under author or subject he recognizes with a smile of joy the book he is seeking, while the librarian stands in silent astonishment at the vast difference between the topic asked for and the entry as found! She serves as a point of contact between the patron and the catalog.

This busy person cannot always work by rule, she cannot find the material wanted cut and dried and made to order. She must work independently and according to each individual case. So she should be able to locate rapidly what she wants in the catalog and should possess

the ability to discern what she cannot use. It will not do for the cataloger alone to be familiar with rules and entries and form. Catalogers sometimes receive criticisms for omissions and lacks in the catalog for which they are not responsible, for unless the assistants who work with the catalog understand its ways and byways they may miss or overlook the essential items, and ascribe errors to cataloging that properly belong to their own ignorance of rules or lack of understanding of cataloging routine and principles. The reference librarian is especially responsible and should be adequately conversant with cataloging processes and results. She must use the catalog constantly, and she only wastes her own time and that of her patron unless she knows how to interpret the instrument at hand. She must be alert and must possess the instinct for seeing thru the puzzling intricacies of the catalog to the desired information. She will surely bless the cataloger who puts related books together, suggests new places to look for additional items, and offers sufficient detail to cover her need. Miss Mudge once said in addressing a group of catalogers in New York City that she wanted assistants in her reference department who had had good courses in cataloging because she felt that the problems of a reference librarian could only be solved by those who know books as catalogers know them, and because only those who know how to make a catalog can get the full value from using it. (LIBRARIES, 34:306).

Since the reference assistant is the interpreter of the library's resources and the director of the diffusion of knowledge, with all her acquaintance with books and people and with short cuts and tools, she is able to serve her public efficiently and without stint, and lo! *she* has her reward! Her public is touchingly grateful, they marvel at her wisdom and insight in understanding their

requests, her speed in producing satisfactory material for their perusal. *Her* day's work is evident and amply appreciated.

But what of the cataloger and her work? She is certainly an unselfish soul—probably one of the most unselfish in the whole library world. She puts in long hours digging out names; verifying birth and death dates of all manner of folk; checking headings, as sanely as possible; types endless analytic cards, bringing out important topics which would otherwise be hidden from the eyes of the hungry-for-knowledge public. And not for herself does she carefully bring out these concealed subjects but for some other person, either a stranger whom she never sees, or her co-laborer, the reference librarian.

Altho the cataloger seldom or never sees the direct results of her toil, nor reaps a grateful reward for her careful thot and work, yet she struggles on. She receives criticisms rather than praise. For users of the catalog feel free to appear with suggestions and corrections, with gentle hints as to improvements, with reproachful glances for misplaced cards, with comments on shortcomings found in the catalog. These are all thankfully received to be sure. But would not we sometimes value a gentle word of appreciation from our reference librarian because we *had* included a certain analytic, or a bit of praise because we *had* brought out an obscure reference? Surely we work altruistically! And tho we often work a bit blindly we labor with faith, hoping that our efforts will make knowledge more easily available to the public and that others may profit by our service.

The cataloger finds herself involved in two distinct relations: her work as it concerns herself, and her work as it concerns the user of her catalog. For herself there are endless opportunities for personal development, for the use of ini-

tiative, for the exercise of judgment, for increase of efficiency. She is unworthy of the profession if she is bounded by the narrow walls of her office. She must have vision; and with it the additional virtues of accuracy, speed, enthusiasm, comprehension, and purpose. In fact, she should be the ideal being who combines the paradoxical characteristics of vision and imagination with love of detail and accuracy. With these desirable qualities flowering in her nature, she takes up her daily work and begins the process of transferring knowledge into such form that it can be interpreted to others.

She must possess book sense, which Mr. Bishop defines as "An ability to move quickly and easily among printed things with an instinctive appreciation of values." She hungers and thirsts after knowledge, never content until she has followed every clue and exhausted all her resources. She learns to observe, she analyses and weighs, and *finally* she decides, thus teaching herself to crystallize her thought, to formulate her opinions clearly, and to think straight thru to the end. One cataloger whom I knew was fascinated by the fact that cataloging called forth every bit of knowledge she had ever learned; and she felt wonderfully stimulated because there was a constant challenge concerning things with which she was not familiar, and which she had brought into her own experience by her own effort of research. One man has said, "We cannot solve our problems by mere mechanical devices or fixed rules, but must use our heads, which is a reason why the job is so interesting."

Outside the profession and also in it we find many who look with disfavor and distaste on cataloging work. Our work is frequently joked about, slurred and belittled; but what would happen to the library world if the catalogers all quit? Who would carry on? Who would work out the tedious details and endless

searchings? How would information be found and so recorded that even the wayfarer need not err?

Cataloging is the great fundamental of library work. A book is more or less valueless until the cataloger has studied it, analysed it, found its secrets and interpreted them by means of her cards. Her insight is sure to bring out the best in the book, for she becomes intimately acquainted with it, looking at it not only with the eyes of man but the eyes of God, for she "looketh on the outward appearance and also looketh on the heart." She sees the book not as a mere book after all, but as a tool to be prepared for someone's need. Who might need it? How and why? What shall be brought out in it to make it truly the salvation of the seeker? How best can its individuality be emphasized? After deciding she carefully records the intimate features of the book and produces a true portrait. The cataloger must be democratic and free from prejudice, for each book deserves impartial treatment and must be described accurately and regardless of merit. The work done must be good work, for bad work is almost as useless as no work at all. On the cataloger's judgment and skill depend much of the efficient work of the library as a whole, especially that which is concerned with the outside world.

"No man liveth to himself" is altogether true in cataloging life, for a cataloger cannot work *to* or *for* herself alone. All departments of the library are affected, and indifference to other departments is most unfortunate and sometimes leads to serious faults and mistakes. The cataloger should connect with the public either by working with them occasionally or by frequent contact with the loan desk and reference departments. How do people ask for things? How do they use the catalog? What helps? What hinders? If the interests of a community are known, the cataloger is

prepared to properly treat a book so that it will be most helpful and can instinctively choose suitable headings and references. The catalog is a guide post to point the way for the user; and the cataloger must see it—not as a technically perfect machine but as a live and interesting tool, ready to guess riddles,

solve problems, answer questions. By putting herself in the place of the seeker, by approaching the catalog as an inquirer, she can make the catalog usable and practical so that "the crooked shall be made straight, and the rough places plain."

(*To be continued*)

## Double-Fire Publicity

Marie P. Hill, in charge of publicity, Public library, Buffalo, N. Y.

The radio has been available for book reviews and the newspaper has long been a carrier of library news and library pictures, but the linking of the two is a new departure and a forceful one. This recently has been accomplished successfully in the Public library of Buffalo, New York.

*Roto-Radio* it is called, created and maintained by Merle James, roto editor of the Buffalo *Courier-Express*. Each week some organization sponsors a page of pictures in the rotogravure section of the Sunday *Courier-Express*, and at six o'clock a representative talks for a half hour about those pictures over Buffalo's most powerful radio station.

The Museum of Natural Science, the Albright art gallery, the public schools and many other such institutions have been featured in this popular educational combination of the newspaper supplement and the radio.

When the Buffalo public library was invited to be one of the series, Lloyd W. Josselyn, vice-librarian, worked up a most interesting and comprehensive radio talk, one that was full of human interest and yet gave a graphic idea of the scope of the library system, its machinery, and the needs it met in the community. Every effort was made to avoid the pedantic and Mr. Josselyn succeeded in presenting his story in a way that would appeal to the average citizen and yet

hold the interest of the teacher and research worker.

His key picture of course was the exterior of the Central library, a building located in the very heart of the city. The fact that this building is 43 years old and has in time past housed the Art gallery, the Historical society and the Museum of Science, as well as the Buffalo public library, made it easy to begin with a short history of the latter. Mr. Josselyn gave a vivid picture of the early days and swiftly traced the development from 1816 when a small group of people established the little village collection of about 700 volumes, thru the formation of the Buffalo public library with a collection of 80,000 books and a staff of 60 to a great library of 500,000 books, 14 branches, a staff of 236, and an annual circulation of 3,100,000 books.

In discussing the different departments of the library, the technology department, the children's room, the readers' bureau, and the others, names of the heads of each were introduced to give a personal note and the varieties of service which each department was eager to render to the public were emphasized. The main circulation desk picture naturally became the key for the description of the various departments as most of them adjoin it.

Enough figures were mentioned to give a conception of the magnitude of the

work of the library, but more telling than any statistics would have been, was the picture in the rotogravure of Buffalo's highest office building, with a pile of books towering up to its peak and the accompanying caption which stated that seven such piles were handled daily.

Concrete examples of the sort of questions asked in the reference room held the listener interested and suggested to him that the reference room might be able to help him find the answers to any queries he might have.

William Porterfield, the staff photographer of the *Courier-Express*, coöperated with Mr. Josselyn in taking a group of photographs that would both attract attention and yet carry information even to those who merely glanced at the "picture page" and did not make a point of tuning in on the radio later.

The each picture might look as if it were taken at random, considerable attention was given to photographic details which could be commented upon in the talk. The flash was arranged so as to help the reader visualize the descriptions: the catalog was shown as a card index rather than a Sears Roebuck annual; the vice-librarian was shown looking over some of the new books upon their arrival; the *United States Catalog* was placed next to the dictionary to emphasize its size; and eight or ten copies of the same book were placed together on some of the carts to show that books are often ordered in quantity and not just a copy at a time.

"It is the aim of the library to speed up the various processes," said Mr. Josselyn over the radio, "to get the new book into the hands of the reader immediately after publication. For example, Warwick Deeping's new novel, *Exile*, was published on a Thursday, reviewed and approved on that day, ordered, accessioned and cataloged on Friday, and delivered to the 14 branches and to the open shelf room of the Cen-

tral library on Saturday. And shortly after, 32 people in Buffalo were reading library copies of this book."

Books as books do not make arresting pictures and a human interest appeal was established thru the printing of a scene in the hospital, showing the patient selecting his book from the truck taken from bed to bed by the librarian in charge. From a publicity standpoint this picture and the one of the pile of books were the best of the group. It was emphasized that every book borrowed by a patient is fumigated before it is loaned again, and that all of the books used in the hospital service are kept in every way distinct from the books used in the circulating agencies of the public library.

The public is always interested in what goes on behind the scenes, whether they be in a theatre, a factory, a newspaper office, or a library. For that reason a view of the mending room was included, showing 15 girls at work repairing books, labelling, plating, stamping, marking, cleaning, or reinforcing books, and it was told that this group under the magic guidance of Emma Meyer handled over 200,000 books during the last year.

The top center picture showed the children reading, a good balance to the mending room scene for there is danger in becoming so interested in putting across the facts about the machinery of the library that what it is all about is forgotten. "This picture might be duplicated 1,601 times," added the radio speaker, "for the Buffalo public library has that number of classroom libraries in 82 schools of the city. Here is where a taste for good reading is formed. Boys and girls learn to read in the schools, but from these collections in the city schoolrooms 57,000 boys and girls are able to select the book they want to take home and read for the pure joy of reading and over a million of them are read each year. It may be LaRue's Fun book for the little tot in the first grade, or

Tom Sawyer, or any one of the thousands of good children's books."

Of course no story of the library would be complete without some idea being given of the vast branch system, and in telling of the work being done throughout the city thru the 14 Buffalo branches it was brought out that as new branches are founded the circulation from the Central library has not decreased. On the other hand, with each new branch a new group of readers have availed themselves of the educational and recreational advantages of the Central library.

The steady growth in the use of the library in general was illustrated by a circulation graph which is a form of representation that invariably appeals to the mathematically minded. At a glance one can grasp not only the 38 per cent increase in four years but the fact that in

December and following the holidays in January, there is distinct falling off in reading, while in February there is an increase of 100,000. It shows clearly that in general the reading is greatest in the spring and fall months, and at its lowest ebb in midwinter and in summer.

"An interesting story these three million books could tell us," commented Mr. Josselyn. "Into the homes of thousands of students getting an education; they go into the hands of hundreds of laborers never able to go to school, but with ambition for education; as aids to the teacher and research worker; as help for the housewife, the business man, the manufacturer and the industrial worker; and as recreation for the tens of thousands of children and older people (nearly five million dollars, these books would have cost the readers of Buffalo if they had had to buy them)."

## Letters—Information and Discussion

### A Generous Offer

The Wm. H. Rademaekers and Son Company, Library Bookbinders of Newark, New Jersey, offer to all librarians, assistant librarians, supervisors of binding, and other employees of libraries, a two-day free course in repairing and mending of books in their bindery. Write for appointment.

This will be especially opportune at this time because many returning from the A. L. A. conference can take advantage of it.

### Atlanta, Not Atlantic City

Thru a clerical error in May LIBRARIES, William C. Lane was mentioned as A. L. A. president at Atlantic City. Mr. Lane was president of the American Library Association meeting at Atlanta, Georgia, in 1899.

### Being Fashioned Into a Librarian

#### Editor of LIBRARIES:

. . . Since we talk so much about recruitment and training, and since those who have been so articulate represent instructors and administrators, it occurred to us that possibly there might be a bit of novelty, to say the least, to hear from one of the novitiates.

Here<sup>1</sup> is the case of a girl who while in the elementary schools became a constant user of her branch library and because of the regard she came to have for the staff and the library, determined to become a librarian. She became a thorough-going student and especially began to study those things she thought necessary to become a librarian. Then she became a page, she finished her high school course,

<sup>1</sup> See p. 277.

and graduated from one of the midwest universities with great credit to herself. She is one of those young intellectual people who like to hold things up and in a healthy frame of mind look at them from all sides.

Naturally, we were rather eager to know whether her attitude toward librarianship had changed during the six months she has been in the training class and to get observations and criticisms on the course of training which might be useful to us. She has cast those observations in a manner of value to training-teachers for what they express.

L. L. DICKERSON  
Librarian

Public library  
Indianapolis, Ind.

#### Not Recommended

The Trust Research bureau, Los Angeles, is carrying the name of the Carnegie library of Pittsburgh in the announcements of its Fixed trust review, a 42-page booklet costing \$20.

The company refused to send a copy on approval, and because of the heavy demand in our business branch it was ordered. It is not at all what our readers expected and other libraries are urged not to purchase it upon our implied recommendation.

RALPH MUNN  
Carnegie library  
Pittsburgh, Pa.

Director

#### Protests Appointment of State Librarian in Ohio

The Ohio library association thru its officers and committees is actively engaged in expressing publicly strong protest against the continued use of the Ohio state library as a political "shuttlecock." Protests in this direction have been long continued, but never before quite so plainly stated nor so publicly presented.

#### Survey of Land-Grant Colleges and Universities

Editor, LIBRARIES:

An article by Mr. F. K. Walter in the May number of LIBRARIES called attention to the persons responsible for the library section of the Survey of land-grant colleges and universities.

I am sure that the other members of the Advisory committee will agree with me that most of the credit for this report belongs to Charles H. Brown of Iowa State College library who prepared the first draft of the report and did most of the work on the balance of it.

WILLARD P. LEWIS  
Librarian

Wesleyan University  
Middletown, Conn.

#### An Example for Others to Follow Become a Life Member

Would it be asking too much that a correspondence similar to the following should take place between all retired library workers and the officers of the American Library Association? The retired worker writes:

Having long been a member of the American Library Association and for many years engaged in library work in this city, I now desire to become a life member of the A. L. A. and am enclosing my check for \$50 to cover same.

Altho not now actively engaged in library work, I still desire to retain a part in the splendid work this organization is doing, knowing from experience its value to all library workers and what it stands for in our profession everywhere.

Chicago, Illinois      BERTHA S. LUDLAM

To which the following answer was sent:

It gives us great pleasure to enroll you as a life member of the American Library Association. I am sure we will find the benefits mutual.

We are proud of the A. L. A. traditions and accomplishments, but we are always seeking new ways to promote library activities and will welcome any suggestions you may care to give us at any time.

SARAH C. N. BOGLE  
Assistant secretary

### Opinions by a New Assistant

In these days when so many staff members are worrying about what seems to them approaching ills, most of which never arrive, it is most satisfying to know that there are some—there are many—who with a discerning philosophic turn of mind find in their environment much to commend.

A personal letter from a library worker who has recently joined the staff of a library known for the high grade of work done and service rendered by it, states the impressions which have developed now into opinions after a service of six months in that library as follows:

Things are going along quite nicely with me. In the country over, you never could have found for me a "boss" that I would like better than Miss \_\_\_\_\_. Everything about her is fine, generous, and good. She is spoiling me as badly as did the library board in \_\_\_\_\_ by never refusing me anything. No matter what I want to start or tear apart, she says, "Go ahead—that's fine." Instead of sitting in her office daring one to approach her with an idea of a better way to handle certain phases of work, she is always inviting suggestions and will let one "put across" anything that she can't poke holes in! Her frankness and ever-ready criticisms are the finest kinds of spurs for one's best efforts. Whenever she does trip me up on something, I think, "Well, that was coming to you for your being dumb on that score."

When I take another library of my own, I shall be a much better librarian than ever before. Observing Miss \_\_\_\_\_'s management is a liberal education.

I have a splendid staff of assistants. Among them is a young Illinois L.S. graduate—earnest, conscientious, intelligent, and dependable. The assistant librarian is as likeable as our chief.

Some of the speaking engagements have been turned over to me. I was petrified when I sat down to prepare the first talk of my whole career to be delivered before a group of men. When I recovered, I remembered that I had learned something about business so I decided to talk to them in business language. I had a great deal of fun doing it, and after a round of men's clubs found I had made invaluable contacts. Lately I've been doing book reviews for women's clubs. That's different! . . .

Elizabeth Wilson writes with eagerness of her new work. She says that she loves it and finds Mr. Hadley as easy to work for as he is to look at!

### Who Is Sir John Adams?

The article by Sir John Adams, "The librarian as integralist," in May LIBRARIES aroused much interest and repeated inquiries have been made as to the personality of the author.

On request, Marjorie Van Deusen has furnished the following data relating to the author:

Sir John Adams is emeritus professor of education, University of London, where he taught for 20 years. Educated at the University of Glasgow, his life has been spent in the cause of education in Scotland, England, and America. At present he is lecturer in education at the University of California at Los Angeles. He is especially interested in modern developments in educational theory and practice.

An extract from a pleasant letter from Sir John Adams himself gives some humorous and interesting facts:

I'm an old man (b. Glasgow, Scotland 1857) been a teacher all my life, and a wallower in books and libraries. Fell in love with America at the age of eight thru reading a book by a Scots clergyman, David Macrae—The Americans at home—been in love with it ever since, and have spent a great many of my vacations here.

My life has been spent in the training of teachers. I have been the head of two training colleges in Scotland, and was for 20 years the head of the education department of the University of London. I have lectured in almost every university in the British Empire. When I became emeritus professor in London in 1922, I came straight out to California where I have been ever since. I have lectured in a great many of the American universities.

Sir John Adams is author of quite a long list of books for boys, while a longer list of books on education lies to his credit. His Everyman's Psychology (Doubleday Doran) is very popular.

Many universities and colleges, as well as societies, have given the author honorary degrees. In 1925 he was knighted "for distinguished service to education" by King George.

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A law passed by the recent Oregon legislature provides that public libraries shall not send their binding outside the state.

Monthly—Except August  
and September

# Libraries

Mary Eileen Ahern, *Editor*

216 W. Monroe Street  
Chicago, Illinois

Subscription - - - - - \$3 a year  
Current single number - - - 35 cents

Five copies to one library - - \$12 a year  
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Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at market prices.

Contributions for current numbers of LIBRARIES should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

## Other A. L. A. Visits to New England

IN its years of library service, this magazine has followed the crowd that annually makes up the A. L. A. conventions four times into the part of the country that glories in its long-time title "New England."

A glance back to those various occasions of the long ago may give a warm glow of remembrance to those who were present, and may serve at least to hint to those who are buoyantly sure everything began when *they* did, that some activities leading to valuable results were on the horizon even in those early days.

The first A. L. A. meeting in New England was at Fabian's in New Hampshire in 1892. This was before "the Western library journal" had entered the field of service, and record of the occasion must be sought in the library journal that then and for a number of years afterwards was accredited as the official organ of the American Library Association.

That first New England meeting was small, but those who were there reported

great things of it. There were presented many of the fine ideas that were realities of the next year's meeting of the American Library Association held in Chicago during the World's Fair in 1893. This latter has been truly called the second birth of the A. L. A. when an impetus was given to the development of library matters and activities as has not been witnessed in the entire career of the A. L. A. Of those days it may be truly said, judging by the records of that and several succeeding years, "There were giants in those days."

Who that was there has forgotten the second New England gathering of A. L. A. clans in 1902 at Magnolia Beach? Nobody! Two near-together hotels, The Hesperus and Oceanside, were selected for accommodations and convention meetings. A great veranda on the sea-side of one afforded ample space for promenades and piazza conferences. Beautiful, comfortable rooms in the other hotel across the way gave quiet retreat for those who easily tired of

crowded halls. The casino and recreation hall of the village entered the record of every day's events.

The late celebrated Dr. J. S. Billings, at that time librarian of the New York public library, was president of the A. L. A. at the Magnolia meeting. Before going to New York, Dr. Billings had been an eminent man in the medical world largely on account of his development of the library of the U. S. Surgeon General's office in Washington, and much of the work which he organized there has remained standard ever since.

In attempting to review this meeting of the A. L. A., a mine of good library doctrine and of valuable discussion of important questions was uncovered. The July 1902 number of *Public Libraries* was devoted to an extensive report of the meeting. It contains a remarkable record showing the fiber of library ideas and efforts of eminent librarians and scholars hardly equalled by current offerings of today, one dares to think, tho remembering Solomon's warning.

It quite moves one to read, even after 30 years, the words of such able men as Dr. Billings, W. I. Fletcher, J. H. Canfield, J. C. Dana, Miss Hewins, Melvil Dewey, W. H. Brett, and others on topics that are still live ones but dealt with in these latter days by committees which in a measure lessen the force of appeal since committee reports for the most part hide the power of personality. Reports on special subjects and of special activities were made by Herbert Putnam, W. T. Peoples, N. D. C. Hodges, W. C. Lane, George Iles, and A. E. Bostwick. Other outstanding speakers were Dr. Eliot who proposed a new idea for storage of unused books; W. H. Page, editor of *World's Work*, who dealt with the responsibility in placing books before

the public, dividing it among the publishers, the librarians and the public; and Lindsay Swift of Boston whose talk on relations of libraries and the press was notable for the wide-spread interest it aroused. But so much fine material was presented that one must stop or overflow the space allowed.

The third entrance of an A. L. A. convention into New England occurred in 1906 when it was set at Narragansett Pier, Rhode Island, but entertained largely by Providence groups. Frank P. Hill, then librarian of Brooklyn public library, was president. The attendance exceeded all previous records excepting that at Magnolia Beach.

A more beautiful place for a meeting could not be imagined—out of din and confusion, no outsiders beyond a few who were amusing, a good hotel but not grand, wild roses and flowers everywhere. And 'twas well sweet scented flowers were present for a miasmal air from a neighboring state gave a distressful atmosphere to most of the occasion. This was regretful.

Real points of interest were the appearance of the first auto at an A. L. A. meeting, in which the generous owners (Mr. and Mrs. Carr) gave many rides to wondering friends; the joke of Miss Olcott which was taken for truth by the scandalized lady guest of the hotel who demanded return of her deposit from the manager since instead of the exclusive clientele he promised, he was entertaining the American Laundry Association; and the first appearance of Charles Lummis who made his entry with sombrero, gun, cigarettes, flint and steel, and ideas new to library workers.

Many recollections remain of the place and people and proceedings of the meeting. President Faunce of Brown Uni-

versity, Owen Wister, Brander Matthews, and Governor Utter of Rhode Island gave addresses of high merit.

Who that was present at the memorable Sunday evening program will ever forget it? It was a poet's evening. Mr. Koopman's beautiful "The library of the desert"; Mr. Welsh's "Who rides with the king"; and Sam Walter Foss' "Song of the library staff" have not been equalled in any program since.

The meeting at Bretton Woods, New Hampshire, in 1909 was equally as notable as were the other New England meetings for beauty of surroundings, for large attendance, for interest in extension of library organization and the zeal in leadership that was beginning to make itself evident in *counsel* meetings. The hotel accommodations were ample and elegant. A. L. A.'s first Canadian president, Dr. Charles H. Gould, was in the chair and charmed everyone by his dignity in presiding, his fairness in recognition, his delightful courtesy to all who came within his personal touch. New luminaries were discovered—Henry E. Legler, Harrison W. Craver, C. B. Roden, W. C. N. Carlton, P. L. Windsor, George H. Locke, and others—among whom was the A. L. A. president of this year. Among those whose suns were

moving toward the West were Mrs. S. C. Fairchild, John Thomson, J. C. Schwab, and C. M. Hewins.

The next visit of the A. L. A. to New England, and the last until the oncoming one, was at Swampscott, Massachusetts, in 1921 under the leadership of the president, Alice S. Tyler, now on the retired list. The delights enjoyed there are new yet, the impetus there given to the "forward move of A. L. A." is still making itself felt. The majority of those who were stirring spirits at that meeting are still active in A. L. A. affairs; and as for the others, "Their good works do follow them still."

The visit to New Haven at this time comes largely because of the deep interest aroused by the new library building of Yale University, but nevertheless it is probable that the visit, because of the program, because of the ability of President Strohm and the respect which his library spirit has engendered in his colleagues, will bring much to the valuable store of good library results registered in former A. L. A. visits to New England.

It may be expected that the A. L. A. meeting at New Haven, the fifth New England visit, will be different—*tempora alia, alii homines.*

### Library Terms

**A**T least "once in so often" everyone concerned with library development in the United States runs into a difficulty that has existed here since the beginning of organized library endeavors, and that is the lack of adequate terms to express one's meaning in speaking of people and things related to library service. For instance—Does the term libra-

nian have a limitation? If so, how far does it reach? Does the term librarian have no limitation? If so, how does one differentiate between those working at different points in a large library system?

Who is meant by the appellation "librarian"? The public is confused in this matter too. One of the latter may say, "I know a librarian in the New York

public library," and then, one finds out that the person referred to has a very small part, if any, in the executive management of the institution.

When one wishes to speak of a very effective member of a staff, what term in library parlance should be applied to her? The term assistant is not broad enough to present a true idea of the service she renders. Does the term librarian cover too much to make its use

proper then? The title librarian seems to belong to the one who is charged with the responsibility of administering the institution.

When we have finished with all the many things that are of interest, why not have *another* committee to consider what is our name which is a life question with hundreds of those rendering valuable service in the craft of librarianship?

### Freaks Among Books

THE many curious uses to which books have been put, from pressing leaves to raising higher the baby's seat at the table, can be matched in a recent wave of interest, striking tho small in extent, in what for the want of a better term may be called book freaks.

A traveler from England recently brought to America what was called a child's book. It was issued by the *London Daily Express*, which, in common with many newspapers today both here and abroad, devotes considerable space to children's reading. This takes the form of stories for and about children, essays and poetry by children, and other printed matter which is supposed to catch the child's interest at an early date and so bring him up as a reader and consequent supporter of the particular newspaper using such material. The material in various newspapers may be said to have diverse value. Some of the contributions are really good and are promising as to future development. (See LIBRARIES, 35:403). A specially noteworthy example of this is found in the columns devoted to The Wide Awake Club in the *Chicago Daily News*, conducted by Mrs. Francis H. Ford.

The presentations for children in the *London Daily Express*, if one may judge from the freak book referred to, give examples of particularly mediocre material, as indeed do most of the English magazines for children. When one sees the great difference in character between these young people's magazines and the high-class literature that is offered for adults by English periodicals, one can but wonder How come? "Just as the twig is bent, the tree's inclined."

The particular freak book in question was made up of some stories that had previously appeared in the *London Daily Express*. The form was simply atrocious, the language was commonplace, the tone was ordinary, and the conversations of the characters in the stories betokened an atmosphere and mental grade that is rare and seldom found in any print that is worthy of being called a book. The printing was poor, the paper was worse, the binding in boards was of the most ephemeral character. The gaudy colors used in the pictures and covers were simply a crime against a child's right to aesthetic influence in values. A curious phase of the book was illustrations that were wrought from stiff

cardboard and fastened into the book in such a way that when it was opened the pictures, if pictures they might be called, of individuals, animals, houses, trees, stood erect and outside the pages of which they formed no part. As one saw a little five year old boy, son of English parents but who had always lived on this side, clutch the "outstanding" illustration of Noah's Ark with the exclamation "This doesn't belong in a book!" one could not repress a chuckle over the fact that this child's idea of things had outstripped the "clever" notion of the maker of the book.

#### Death's Toll Mary Elizabeth Wood

Miss Wood, in some ways entitled to be called "the best-known foreign woman in China," died at her home in Wuchang on May 1 last. Many women, of course, have been engaged in missionary work in that country but besides this, Miss Wood was a missionary of the book, and of the modernization of its assemblage and distribution in China, which she promoted to the limit of her very great ability and with such cordial friendship and admiration of her adopted country that she endeared herself to all the Chinese with whom she came in contact, both those of high and low degree.

Miss Wood's library at Central China University was not only the university library but served as a general public library for the city of Wuchang, one of the group of three cities sometimes known as the "Wu-Han towns" and also sometimes described as the Chicago of China. In connection with her library, which was organized in every way as an American library of the first class, Miss Wood founded a library school which is still the only school of the kind in China, and which has trained many of the Chin-

Public notice has been attracted to another freakish treatment of books by an item going the rounds of newspapers of "a suitcase library containing 300 miniature volumes." Two of the items in the suitcase, said to be the smallest volumes in existence, are "a New Testament measuring eleven-sixteenths by nine-sixteenths of an inch, and a Galileo item, five-eighths by seven-sixteenths of an inch." This collection was recently sold in London for \$400.

Who says that these may be rightfully called books rather than toys or curiosities?

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ese who are now carrying forward in their country the modern idea and treatment of the printed word.

Miss Wood literally gave her life for her work and wore herself out in its accomplishment. China and the Chinese who are working for the restoration of that great country to peace and power owe her a debt which I believe they fully recognize. They will cherish the memory of that debt with their characteristic appreciation of the great deeds of their past.

ARTHUR E. BOSTWICK

Gertrude Buckhous, for 29 years librarian of the State University of Montana at Missoula, died suddenly on May 18 as the result of a major operation.

Miss Buckhous has always been prominently identified with education, and especially in library work. She was active in the promotion and development of library service in Montana. She took her library course at the University of Illinois and later studied at the University of Wisconsin. She received her M. A. from Columbia University. She traveled extensively and was acquainted with all the important libraries in the United States, England, France, and Italy.

From small beginnings, Miss Buckhous built up a great library of over 100,000 volumes for the State University of Montana. The faculty of the University and its corps of students express highest appreciation of Miss Buckhous and her work. Her "pleasant smile, agreeable disposition, persistent energy and indomitable will to which must be added a clear and active brain," enabled Miss Buckhous to accomplish the wonderful results that made up her life work.

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#### The Doctorate to J. C. M. Hanson

An old saying has it that "'tis the child in man makes history." Professor Hanson is far beyond that stage, but his fame as a librarian and teacher of librarians began with the ideals, the knowledge, and the traditions called forth and absorbed when as a youth he attended Decorah College in Iowa, long before his library associations were formed. Decorah College possesses many fine scholarly traditions: sturdy pioneer principles, and an unbroken succession of serious and purposeful methods. Its traditions include some very absolute convictions about life values and conduct—perhaps, if these had wider sway, Professor Dewey would not need worry about what he terms "educational confusion."

It requires some such principles and traditions as these to shape a career which involves bringing order out of chaos. What else is education? What else is librarianship? Whether in the purposeful organization of cataloging rules or in organizing essential and important functions successively in the Newberry library, the Library of Congress, or the libraries of the University of Chicago, Mr. Hanson achieved progress by his unfailing sense of absolute convictions derived from a well-balanced

ratio of life values. His career shows that the philosophy of librarianship grows out of the mastery of its methods. With Dr. Putnam's vision and matchless organization; with Mr. Hanson's and Mr. Martel's methodology and the grit of Mr. Hastings, how could our Library of Congress fail to become *prima inter pares*?

All men, in their careers, may be likened unto ships: They depart on life's great voyage, they sail in fair weather and foul, they run aground and go afloat, and some of them at last come home.

On June third, as this number of LIBRARIES is being read, Mr. Hanson's ship comes home and anchors once more at Decorah—long enough for the alma mater to run up her colors and for her son to respond. It is a great thing to bring one's ship home with honor. The Doctorate comes to Mr. Hanson as a natural gesture of gratitude, in which his colleagues far and near gladly join hands with Decorah College.

And so, to assert our share in this distinction, we now arise to J. C. M. Hanson with these greetings: *Tu qui semper nobis leges bibliothecarias diligenter explicavisti, in vita tua assidue monstratas, nunc nobis Doctor literarum esto.*

J. C. B.

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#### Testimonial to Gardner M. Jones

A testimonial dinner was tendered to Gardner M. Jones, retired librarian of the Public library, Salem, Massachusetts, on April 24 by the library trustees and citizens of Salem. The event was most delightful in every way as illustrating the deep regard and high esteem which are felt for Mr. Jones by his former associates and fellow townsmen.

Mayor Bates, ex-officio chairman of the board of trustees, presented to Mr. Jones a testimonial, beautifully illuminated after the manner of the old missals, expressing sincere appreciation of his

life devotion to the interests of the Salem public library winning thereby the respect, gratitude, and sincere personal regard of the whole community. Another beautiful gift was one of his own etchings by Frank W. Benson.

A number of short informal speeches were made expressing good feeling. These were happily responded to by Mr. Jones with reminiscences of his early experiences in the famous Old Corner Book Store in Boston, the beginnings of his library experiences, and a summary of his long service in the Salem public library.

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#### **Retirement of Mary S. Saxe**

Mary S. Saxe, since 1901 librarian of the Public library, Westmount, Quebec, Canada, retired from active duty in May. Her successor will be Kathleen Jenkins, B. A.

Miss Saxe prepared for librarianship by spending eight months studying in the United States under W. I. Fletcher, and ten months in the Redpath library, McGill University, under the late Dr. Charles H. Gould.

Under Miss Saxe's direction, the Westmount library has grown from 2,000 to 36,000 volumes. Miss Saxe was justly proud of her success in persuading the trustees to build a children's department "not in the basement, nor in the attic, but a wing with separate entrance, separate hours, and their own librarian." This room was opened in 1911. Another wing added later contains a reference room. In 1926 the library building was connected with the palm room, a part of Westmount's beautiful conservatory.

Miss Saxe leaves the library with a staff of six assistants and a yearly circulation of 100,000 books. She sees much work to be done yet, particularly with the schools, but is content to leave this in younger hands.

Miss Saxe is a member of long standing of the American Library Association

and has attended many of its conventions to whose programs she has contributed much of interest. She is a frequent visitor to United States libraries and has made a valuable contribution to the up-building of library service in Canada. Miss Saxe has made numerous contributions to library periodicals, and her wit and wisdom have frequently graced the pages of LIBRARIES and its predecessor.

A Canadian colleague writes:

When arranging a program for the meeting of the Ontario library association in the year of my "consulship," I remembered that Mary was a name which suggested to every one the better part and a leaning towards ideals. Therefore I arranged a morning when Mary Ahern, Mary Black, and Mary Saxe would tell of what they had done and what they would like to see done. It was a great success. This all came to my mind when I heard from Montreal that Mary Saxe had sent in her resignation as librarian of the Public library, Westmount, Quebec. To those who dwell apart let me explain that the city of Westmount is geographically, but not politically, a part of the city of Montreal. It is a beautiful suburb with a preponderating number of English speaking people who are especially proud of their educational institutions. The library is in the central park, has a specially attractive room for boys and girls, a recently added reference room of great dignity, and is connected with the city conservatories where the gold fish have a real pool, and not a bowl on the charging desk. It is not a mere show place altho so beautiful, for the library is an active educational institution, and is the bright spot in library work in the province of Quebec, and a matter of pride to all of us in Canada.

Over this library Mary Saxe has presided for 30 years, built it and extended it, not by benefactions from outside, but from the efforts within the municipality.

Singularly appropriate, many will say, was her failing for "wings."

Miss Saxe was geographically and socially affiliated with the librarians of New York state, at whose meetings she was a regular attendant. As for the American Library Association, she was always an attraction on the program, for there was sure to be a scintillating wit even in cataloging discussions.

But let us not sit upon the ground and tell sad stories of the death of Kings and Queens!

GEORGE H. LOCKE

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#### Recent Failure of Copyright Legislation

The Vestal Copyright bill which represented two years' work by House and Senate committees failed of passage in the last hours of the 1930-31 session because of a filibuster. Consequently the United States cannot become a member of the International Copyright Union at this time. Practically, the failure of the bill will have no effect on American libraries. They can continue to import foreign books, including English, duty free, under the provisions of the 1909 act. Individual importers could have continued to import English editions according to the provisions of the Vestal bill, but instead of ordering either thru their local bookseller or a London agent as at present, they would be required to import thru the holder of the American copyright. Duty would of course be paid as at present.

American authors are now at a disadvantage because while an English author, for example, has an *ad interim* term of two months after English publication before it is necessary for him to register for copyright in America, and a six months' term before actual publication here, the American author has only a two weeks' term in England and on the Continent. After this period his work can be pirated.

Another important field recently developed by the American author is the sale of textbooks to the Spanish-American countries. First-rate textbooks are more and more frequently translated into Spanish and supplied to this large school and textbook market. This field will be still further extended as American scholarship gains in prestige. The professor-author would stand to gain if America entered the International Union, thus securing automatic copyright for his books in all Latin-American countries.

There are so many interests affected by the right to sell literary and musical compositions that no single interest is likely to have things entirely its own way. Reduced to the simplest classification those affected are the creators, the distributors, and the consumers, but modern methods of transmitting words or music to the consumer have become so complicated that there are now 40 or 50 organizations represented at a Congressional hearing when a copyright measure is proposed. It is this increase in the number of groups affected that makes new legislation so imperative and gives hope that the passage of such an act cannot long be deferred. The American Library Association has consistently favored the entrance of the United States into the International Copyright Union. All important countries are now members except America and Russia. Within a few days an American publisher has complained that his editions of reference and textbooks were being pirated and reprinted in Russia. The Soviet reply was that unless it had a reciprocal trade agreement with another country concerning literary works, it saw no need of withholding the use of such works from Russian translation and distribution.

The cornerstone of the agreement between all countries adhering to the Union is that a work copyrighted in one mem-

ber of the Union is automatically copyrighted in all other member countries and that without the necessity of registration. The theory is that a work by an author becomes his property by the fact that he has created it in the same manner that a chair is quite obviously the property of the man who makes it.

Another reason why so many interests united behind the Vestal bill is that the United States is no longer a consumer, only of literature and music. Formerly this was almost entirely true, but the popularity of American playwrights, musicians, and authors abroad has now made it doubly necessary to secure full privileges for them in European markets. Formerly we were an importing country; now we have set up as exporters.

A good many organizations which formerly combated measures designed to admit us to the Union ceded some of their ground in this last attempt. The American Federation of Labor did this.

The magazine publishers and movie producers also gave ground before allying themselves with those favoring the bill. The only real opposition came from the radio broadcasters and this would not have proved sufficient to defeat it if the bill had had more time on the floor of the Senate. Senator Hebert of Rhode Island, a member of the Patents committee who had the bill in charge, has stated that there were enough favorable votes to pass it five to one if the filibuster had not killed its chances. The Book Buying committee of the American Library Association favored the bill as being in accord with the oft expressed desire of the Association to see the United States a member of the International Copyright Union. The right of college, public, and university libraries to import duty free was embodied in the bill. Similar legislation will undoubtedly be introduced again at an early date. It is needed and will have to come.

**CARL L. CANNON, Chairman  
A. L. A. Book Buying committee**

#### **Facsimile of Gutenberg Bible Presented by Dr. Vollbehr**

On the afternoon of Easter Sunday a facsimile of the Gutenberg Bible was presented to the Public library of Meridian, Mississippi, with impressive ceremony. The copy had been given to the Hon. Ross M. Collins by Dr. Vollbehr, in recognition of his efforts to secure the original and other incunabula for the Library of Congress. Mr. Collins wished to place it where it would have constant care and be at all times available to those who might wish to see it. He therefore presented it to the Public library of Meridian, his home.

The presentation was a notable event. The principal address (See p. 261) was given by Dr. Otto H. F. Vollbehr, from whom purchase of the celebrated collection was made.

Dr. Vollbehr brought others of his valuable books, a collection he said had not been shown before to any other group in this country. Among them were a copy of a Bible owned by Luther, with pages of notes in his handwriting, and others in Melanchthon's, the first map ever made of the world, the first map of the Mississippi River, and a number of other volumes. For an hour or more after the close of the meeting groups surrounded Dr. Vollbehr as he talked to them of his treasures.

It was an impressive and lovely occasion which will be long remembered in Meridian and by all of those who attended.

**ELIZABETH ROBINSON, Secretary  
Mississippi library commission**

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Columbia University has received a pledge of a new library building to house 4,000,000 books from Edward S. Harkness of New York City. The present library building will be used to house special and rare collections of books and manuscripts, to afford space for research workers, and to provide a greater exhibition hall.

### Library Exhibit at Tercentenary Celebration

#### Massachusetts Division of Public Libraries

"All nations recognize the United States as leading in the matter of libraries. The United States recognizes the New England states, and especially Massachusetts, as its head." This statement was made in 1889 by Melvil Dewey, himself a leader in the public library movement. The following year, 1890, saw the establishment in Massachusetts of the first state library commission in the country and, indeed, in the world. The fortieth birthday of the Massachusetts library commission (since 1919 merged with the Department of education as the Division of public libraries) is thus coincident with the Tercentenary anniversary of the founding of Boston.

No one knows which is the oldest free public library in Massachusetts or when it was started. It was a New England tradition to have books, and to lend them. The name of Benjamin Franklin is connected with the accumulation and lending as well as the printing of books, and the town of Franklin records a gift of books from him in 1786 "to be lent to the inhabitants of the town at large." Social and association libraries maintained by private funds existed in the late eighteenth century. Libraries supported by town appropriations are reported as early as 1827 in Lexington and 1837 in Arlington (then West Cambridge). These were originally school libraries, but on the above dates were made available to adults as well as children. In 1851 a state law was enacted authorizing the establishment and maintenance of public libraries by taxation, and Wayland claims to have established the first tax-supported town library under this law. The Rev. John Burt Wight, member of the state legislature, and trustee of the Wayland public library, which combined in 1847 three social,

charitable, and school libraries (the first dating back to 1796), drafted and presented this bill.

The year 1890 found 248 of the 351 towns and cities in the state with free public libraries, 175 of which were under municipal control. There were 103 small towns with no libraries whatever. It is a noteworthy fact that at this time there were, outside of Massachusetts, only 220 tax-supported libraries in the Union, and that 29 states were wholly without public libraries.

These 40 years since 1890 have seen great progress in the free public libraries of the state. They have increased in number to 414 and there is now no town without a public library. More than 100 new library buildings have been erected. Incomes have increased from an average of 26 cents to over one dollar per capita; the number of volumes owned has swelled from 2,500,000 books in all the libraries in Massachusetts—social, college, and public—to 9,000,000 in the free public libraries alone; the combined circulation has jumped from two to six per capita, the latter figure equalled only by California among the states. Salaries are larger, staffs better trained, service is extended to isolated communities and to schools. Much of this progress is due to the work of the Massachusetts library commission which immediately devoted itself to the development of town libraries and for 20 years has had its organizers in the field and maintained a clearing house of library information in its office. It is also responsible for the various library laws enacted during these 40 years.

The Commission itself has grown. Its board of five unpaid commissioners remains the same, but its staff has been augmented till it numbers six full-time persons, and its work has steadily increased. Beginning as a benefactor to free public libraries only, it has enlarged its sphere to include libraries in public

schools and state and county institutions, and book service to the adult foreign-born. To these last the Commission sent out in 1930 from its lending collection in 23 languages, 7,400 books to 128 libraries. Another lending library of general adult non-fiction is the latest development of the Commission, and from this 5,030 volumes were lent last year to 204 public libraries. Lecture courses on various phases of library work and institutes for librarians are among the devices used by the Commission to improve the professional knowledge of the untrained librarians of the state.

With this historical background in mind, the Division planned its Tercentenary exhibit to show its various activities. At the back of the booth was a large and beautiful framed poster in colors representing 1630 and 1930. St. Gauden's statue of "The Puritan," striding out erect, dignified, confident, with a huge Bible under his arm, was chosen as the spirit of 1630, and the caption read: "The Puritans had one book; the Bible. On it they founded this Commonwealth." Under the Puritan, illustrating conditions in 1930, the fine Colonial library building at Andover was pictured, with state-wide statistics of number of libraries, branches, and volumes, per capita income and circulation underneath. The poster was flanked on each side by a five-shelf bookcase containing special collections of books on library service, on education, for children and for the foreign-born. Below the poster, which measured 60 by 40 inches, was a model, also in colors, of a one-room village library designed by Coolidge and Carlson. A water-color sketch of an ideal interior for a village library hung above one bookcase.

The left-hand wall of the booth was covered with smaller posters representing the activities of the Division and the right-hand wall was devoted to extension service. The latter included three pos-

ters of library work in high and normal schools and one in hospitals and prisons, all illustrated by photographs, charts, and other material. A large map of the western world with lines drawn from European countries to Boston showed racial origins of the foreign-born in Massachusetts, and a double poster indicated the varieties of service given by the Division to these immigrants. An attractive poster in colors depicted books in foreign languages and on general subjects available to the public libraries of the state thru the lending libraries service.

The left wall of the booth displayed a series of four posters listing the various activities of the Division; a map of the towns of the state showing by colors the incomes of public libraries—red over \$2 (18), yellow from \$1.50 to \$2 (26), blue from \$1 to \$1.50 (63), green from 80 cents to \$1 (55), and by black dots the small towns whose libraries receive "direct aid" from the Division in the form of children's and reference books, reorganization help, etc.; and a double poster outlining the scope of the model town library. Two posters of library buildings displayed photographs of libraries built or remodelled under official supervision.

A folder entitled "What's behind the small town library?" describing in picturesque detail the work of the Division of public libraries was printed for the Tercentenary. Its journalistic captions, dramatic incidents and fascinating black-and-white drawings caused much favorable comment, and thousands of copies were given away. The whole exhibit, especially the large central 1630-1930 poster, attracted much attention. Members of the staff were continuously on duty at the booth and contacts were made with several state hospitals, with schools, with village libraries which needed fresh impetus, and with local groups of the foreign-born.

**Dr. Vollbehr at Meridian, Mississippi<sup>1</sup>**

Our poet, Goethe, once said: "Everything that is wise has been thought already; we can only try to think it once more." I am sure that in this great Southern state of Mississippi every that is worthwhile has been eloquently and beautifully expressed by its famous orators and scholars who have always led in the history of the United States whenever statesmanship and eloquence were demanded. Therefore, it is with much embarrassment that I appear before such a distinguished audience in the role of a public speaker, but having already experienced several days of your true Southern hospitality, I assure you in the words of the old German proverb: *Was vom Herzen kommt, das geht zu Herzen*—What comes from the heart, goes to the heart—no matter how badly it may be expressed.

I feel honored to be invited here on this beautiful Easter day, and I appreciate it very deeply. I appreciate your fine culture as shown in your schools, libraries, and other institutions of learning including your literary and civic clubs. I feel that thru your distinguished spokesman, Congressman Collins, the state of Mississippi has contributed very greatly to the culture of the whole United States. Her admirable reputation for eloquence, statesmanship, and culture as exemplified in Lamar, George, Prentiss, Jefferson Davis, and John Sharp Williams, has not been diminished by Mr. Collins, but on the contrary he has maintained the tradition of old Mississippi.

If you will pardon a personal allusion, I must confess that I am a book collector. It is said that the emperor Julian was passionately fond of books and had libraries at Antioch, Constantinople, and in his beloved Lutetia on the island in the Seine. A sentence from one of his letters was carved over the doorway of his li-

brary at Antioch. This sentence expresses better than I can say it, how I feel towards books. "Some love horses or hawks and hounds, but I from my boyhood have pined with a desire for books."

Until a few years ago, the state of Mississippi was a closed book to me. Naturally as a boy I had traced the wonderful Mississippi River on the map, and I had read about the Mississippi Bubble, which seemed to me going from one extreme to another, but a book collector is interested in all countries and places. Thus, one day when I discovered in a shop in Munich a copy of Louis Hennepin's *Description de la Louisiane*, 1633, I saw in that book what was said to be the first map of the Mississippi River, made by the author, a member of La Salle's expedition. I bought it and from the study of this historical work dates my interest in your beautiful state and river, and I always hoped that I would have the opportunity to see Mississippi which is so fortunate among the states as to have beside it for practically its entire length North and South the father of rivers, and along its southern border the tropical waters of the Gulf of Mexico. Well, my hopes have been realized and I want to tell you in a few words how it happened.

After trying for two years to interest American libraries and philanthropists in my collection of incunabula, I had decided to put it up at public auction in London. This was a great disappointment to me for I had spent 30 years and a vast amount of money in assembling it and my paternal pride wished most of all that it be kept intact and placed in some great library, inasmuch as, owing to losses from the War, I could not afford to keep it myself or give it as a whole to a library. When I first brought it to America some of my fellow countrymen chided me for not disposing of it in the Fatherland, but to them I answered,

<sup>1</sup> See p. 258.

the Americans have the same ancestors as the Germans, and indeed many of my own countrymen had founded their own firesides in America, so that my precious books were not going to be in alien hands.

But just before sailing the latter part of December, 1929, a copy of a bill—the original Collins bill—came in my mail, and, tho unfortunately for me I had never heard of Congressman Collins, I decided that if he had the enthusiasm and interest to propose the purchase of my collection without consulting or knowing me, that I owed him and his constituents the courtesy of holding the collection together until he had put the matter before Congress. After a short trip home I returned to America and went immediately to Washington to meet the Congressman from Mississippi. I found to my surprise that he had not only proposed in the bill that Congress buy my original collection of incunabula of 3,000 volumes, but 1,500 more known as my supplemental collection and the priceless Gutenberg Bible, all for \$1,500,000, which showed him to be a statesman—and a shrewd business man as well. Such an arrangement was of course out of the question, but, seeing his great interest in the Library of Congress, in which I also felt an interest, Mrs. Vollbehr and I having already donated two collections of printers' marks and woodcuts, I agreed to let Congress have my original collection of Cradle books and the Gutenberg Bible for \$1,500,000, it being well understood by each party that I was contributing to the purchase as the collection was said by experts to be well worth \$3,000,000.

Who doesn't know the rest of the story? Congressman Collins on February 7 delivered a remarkable speech on the Vollbehr Collection before Congress. Not only did he paint the value and beauties of my collection of books, but he recited the history of your wonderful na-

tional library, and its remarkable development under the direction of the great Librarian of Congress, Dr. Herbert Putnam. And he told it in such a style that his speech will always be used as a reference work on the subject.

You have heard no doubt how the demands for the Collins speech was so heavy among the people of culture and learning of America that 75,000 copies of it were printed, and now they are guarded so carefully by their fortunate possessors that not a copy can be had unless one purchases the *Congressional Record* of that day.

It was that remarkable speech and the work that your Congressman did thereafter that aroused Congress and the American people to the consummation of the purchase. I like the American spirit as exemplified so admirably in Congressman Collins; that spirit which overcomes all obstacles and comes smiling thru to success; that radiant optimism that says "*Post nubila Phoebus*," or as the fine old translation has it, "Every cloud has a silver lining." It was just such spirit that aroused the fire, the crusading temper of the good people of your whole country. It was that spirit which caused Congress to pass the bill without a single dissenting vote. This was the result of the individual work of Congressman Collins that showed him to be not a prophet without honor in his own country, but, as the last election showed, first in the hearts of his constituents whom he serves so ably at Washington.

And so as a token of my great appreciation for what he has done in placing my collection where it will forever remain as a great heritage of my friends, the American people, and as a mark of personal affection to your great Congressman, who has so honored Mrs. Vollbehr and me, I brought to him a facsimile copy of the first printed book, the *Incunabulum Incunabulorum*, the

priceless Gutenberg Bible, and naturally thinking as he does, first of his own home city, he in turn gives it to the Public library of Meridian.

May it remain here as an everlasting tho humble memorial to the service of your Congressman, who has labored so long and unselfishly to bring these precious books into the possession of the people, so that they might see and study them. He has so well said that only an educated people can be great, and the surest way to bring about the peace of the world is thru education. All honor to him for his farseeing statesmanship and devoted service to his people!

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#### Worthy Objectives Necessary in Library Service

"The promotion of reading must not, however, be satisfied with mere statistical results. Among the high aims of a library is that of furnishing books for the freshening of the spirit, for the opening of the mind to new interests, thereby building up a library community of men and women who know quality and genuineness of whatever kind."

This excerpt, taken from the 1930 printed report of Adam Strohm, librarian of the Detroit public library, offers to each librarian a challenge. It suggests that each of us reassess our library service to see how well our library is measuring up to the "high aims of a library."

At the same time, librarians and trustees will be interested to think over a quotation from Professor Rogers of the Massachusetts Institute of Technology, who in speaking to a group of library trustees said, "If a public library caters to the intelligence and taste of the lowest third of the population, that third will not be helped, and the other two-thirds will insensibly degenerate in their tastes to the level of what is provided for them."—*Oregon Letter to Libraries, May 1.*

#### American Library Association

##### Notes and news

The Midwinter meeting will be held at the Drake Hotel, December 28-31, 1931.

Louis R. Wilson will be the official A. L. A. representative at the Library Association conference, August 31 to September 5, at Cheltenham, England.

A. L. A. headquarters announces that for a limited time the *A. L. A. Catalog 1926* (regular price \$6) may be purchased for \$3 postpaid. The list describes more than 10,000 books and will be useful for years to come.

Malcolm G. Wyer, librarian of the Denver public library, will represent the A. L. A. at the fourth biennial conference of the World Federation of Education Associations to be held in Denver, July 27-August 1.

Elizabeth Scripture, supervisor of school libraries, Administration department, Denver, has been appointed A. L. A. representative to the conference of the International Federation of Home and School to be held in conjunction with the World Federation of Education Associations.

In response to the request of Mr. A. T. Erwin of the American Society for Horticultural Science, President Strohm has appointed the following committee to coöperate with the committee of the Society: James A. McMillen, chairman, Nelle U. Branch, Willard W. Ellis, Ralph M. Dunbar, Lucy M. Lewis, Douglas Waples.

The objects of the coöoperating committees as outlined by President Erwin are: 1) To increase the amount of reading in courses of Horticultural Science, both for undergraduates and graduates; and 2) To improve the status of published bibliographies covering the field of Horticultural Science.

### Library Meetings

**Boston**—The Boston chapter, Special Libraries association, met jointly with the Boston group of catalogers and classifiers April 27. Eighty-one attended the meeting.

Mrs. Katherine Maynard, Vail librarian at Massachusetts Institute of Technology, gave an exceptionally fine talk on the application of the research spirit to the library profession, especially in reference to bibliography and subject heading work.

Mr. W. P. Cutter, of the Baker library at Harvard School of Business Administration, spoke on the value of his classification which will enable one to bring out the subject by letter notation; the geographical division by figures; and the industrial viewpoint by figures preceded by a colon. Mr. Cutter advocated library publicity outside of the usual library publications.

Mrs. Maynard announced the publication of the electrical engineering bibliography which is soon to appear.

**MILDRED E. ROBIE**  
Assistant secretary

**Chicago**—The spring meeting of the Chicago regional group of catalogers and classifiers was held April 27 at the Cordon club. Cataloging and classification problems, which have made up the programs for the year, were discussed.

Mrs. Emily Larson of the Chicago public library was elected president for the coming year, and Katharine Tiplady of the Newberry library, secretary-treasurer.

**LUCY E. BROWN**  
Secretary

**Louisiana**—The annual meeting of the Louisiana library association was held at Lake Charles, April 31-May 1, President Lois F. Shortess presiding. Miss Shortess gave a resumé of the work of the Association during the last year, and reported the activities of the Southwestern

association which met at Dallas, and that of the Southeastern association which met at Tampa, Florida. While Louisiana is not a member of the latter it sent a representative, and Miss Shortess recommended such a representation in the future as the library interests of Louisiana are so nearly akin to those of the Southeastern association.

In the absence of Glenn H. Holloway, president of the Concordia parish library board, Essae M. Culver, secretary of the Louisiana library commission, presented the "Citizens library movement" telling of the way in which it originated in North Carolina. This movement has for its aim a county-wide library system for every county in the state with groups of library workers, organizations, and interested citizens backing it. Miss Culver urged that similar action be taken in Louisiana. After discussion such action was taken. This movement will give great impetus to the library cause in organizing new parish libraries and also in stimulating existing libraries.

The Association took favorable action on the invitation to become a contributing member in the A. L. A. endowment movement. Mr. Usher advocated that all the associations affiliated or similar in purpose to the A. L. A. hold their meetings in New Orleans at the time of the A. L. A. convention in 1932.

Sarah Jones gave an interesting talk on the collecting of free material by a small library, telling how it can be made of value in a parish system—farm bulletins of timely aid to the small farmer both negro and white, home economic and health material to schools, posters for decoration, etc. Mrs. Ethel W. Usher told of a trip to Old Mexico and to the ruins of the former Mayan civilization, of ancient manuscripts and books of great interest to be seen in that country, and the part books and libraries play in promoting international relations with Mexico. Mrs. Usher was formerly con-

nected with the library of Middle American research at Tulane University in New Orleans. The opening and operation of a new branch library in New Orleans was described by Mildred Guthrie. Helmer Webb, librarian of Tulane University, spoke on "Library finance and budget making," relating support of the library to the economic life of the community and pointing out why certain types of taxation are not suitable.

In the absence of J. O. Modisette, chairman of the Louisiana library commission, Mr. Usher spoke on "Federal aid—both state and national," reviewing the action that has been taken at several state and regional meetings as well as by A. L. A. He quoted Governor Long of Louisiana as saying, "If I had only a small amount of money to spend on public improvement, I would put it all in a library." Miss Fairfax reviewed the history of the Louisiana library association which has been the outgrowth of a movement dating back to the early 1900's and was begun in a library club organized in New Orleans at the suggestion of Louise Krause. Louisiana literature was discussed by Mrs. Ruth Campbell of Louisiana State University library who has spent several years in cataloging the collection there. Some rare books and documents are in the possession of the library dating back to the early French and Spanish regimes of the state. This work is making much source material of early Americana available.

Hoyland Lee Wilson of the Carnegie library, Clarksdale, Mississippi, spoke delightfully of the growth of her library from a service to the people of the town only to that of a county-wide project for negroes as well as the white population. She told of the eagerness of the negroes for books and interspersed her talk with humorous accounts of happenings in organizing the service. This is one of a number of libraries in the South

receiving Rosenwald funds. Betsy Fuller, librarian of the Concordia parish library, told of state-wide publicity methods and benefits, illustrating from practical experience in her own library which has had national publicity from writeups in several magazines.

The program closed with a brief business session. The idea of publishing a library bulletin by the Association was adopted. The officers elected were Mrs. Nancy Bauman, president; Charles Flack, first vice-president; Mrs. C. M. Dees, second vice-president; Muriel Richardson, secretary; and Sarah Driver, treasurer.

Books formed the theme in varying aspects for several outside speakers of the meeting. Dr. Charles W. Pipkin, Louisiana State University, spoke on "Books as bonds of brotherhood—their part in world peace." Dr. Pipkin has been an observer at the League of Nations, and told of the great work done by Miss Wilson who organized the library of the League of Nations and the part it has played in international peace. Rabbi Binstock of New Orleans told of an evening with Eugene O'Neill and presented the dramatist in the light of a preacher in that his subjects and characters are drawn from the lowly and those needing uplift. President Smith of Louisiana State University discussed "The value of books and reading." He prefaced this by an announcement of keen interest to all of the establishment at the state university of a graduate library school, to be opened this September.

Talks on the parish library followed. Miss Culver's topic "Books for all—all for books—how?" was followed by Mrs. W. P. Edwards, library board member from Vermilion parish, who told of the organization of a library demonstration in that parish, to be carried on with the aid of the Louisiana library commission, and of the enthusiasm and aid given by

all communities in the parish and the large circulation which immediately developed. After this, Bess Vaughan of the Louisiana library commission put on a library playlet "Why not?" in which parts were taken by the officers of the Commission, the president of the University, a member of the state legislature, and others. Much interest in the library in Lake Charles was created by this library meeting of two days held there.

MARY WALTON HARRIS  
Secretary

**Minneapolis**—The Twin City catalogers' round table met in Minneapolis on March 10. Mrs. E. W. D. Holway, who is at the University of Minnesota in connection with the classifying of the Holway botanical collection, reviewed the life and work of Doctor Holway, professor of botany at the University until his death in 1923.

Sister Marie Cecilia, of the College of St. Catherine, reported on the A. I. A. Midwinter conference at Chicago, and on the progress made on the list of books for college libraries which is being compiled under the direction of Charles B. Shaw of Swarthmore.

ANNA M. HEILMAIER  
Secretary-treasurer

#### Coming meetings

Special Libraries association annual convention, Cleveland, Ohio, June 10-12.

Pacific Northwest library association meeting, Gearhart, Oregon, June 15-17.

Connecticut library association luncheon and business meeting, New Haven, June 22.

National Catholic educational association, Library section, annual meeting, Philadelphia, June 22-25.

New Hampshire library association annual meeting, Hanover, September 9-11.

New York library association annual meeting, Lake Placid club, September 21-26.

Indiana library association, Indiana library trustees' association, joint meeting, Indianapolis, October 1931.

Connecticut library association meeting, Greenwich, October 1-2.

Minnesota library association meeting, Faribault, October 8-10.

Colorado and Wyoming library associations, joint meeting, Boulder, Colorado, October 8-10.

Nebraska library association meeting, Omaha, October 13-15.

Kentucky library association annual meeting, Louisville, October 15-16.

Pennsylvania library association annual conference, Pittsburgh, October 20-23.

Kansas library association convention, Wichita, October 21-23.

Illinois library association annual meeting, Peoria, October 21-23.

#### Meeting of the All Bengal Library Association

The All Bengal library association held a very important meeting at Bansberia on May 31. This session was especially significant being held on the occasion of the seventieth birthday celebration of the president of the Association, Rabindranath Tagore, famous poet of India.

The purpose of the convention was to further press for adequate library service by the state in the future constitution of India. A report of proceedings has not yet been received, tho preliminary announcements were most attractive.

Prior to the meeting, Dr. T. C. Dutta, secretary of the Association, sent an appeal to a number of those in other countries well known to have contributed valuable material in the development of library service. Dr. Melvil Dewey, responding to an invitation from Dr. Dutta, said:

Giv my congratulations to yur distinguist president on his 70th birthday. My 80th cumns next fall Dec 10 & I am glad to wel-

kum the world famus Tagore to our group of patriarchs.

Yur great work is to educate the publik & yur government to grasp the ful meaning of the modern librari. The chyld is father of man of tomoro. An exhaustiv study in NY City on what most influenst the chyld developt that it was not the mother, nor the father, nor the teacher, nor the priest but his reading. The world is rapidli lerning that the comon conception of education as the skools which ar in youth for a limited cours when the skool is the chief biznes, is overshadowd by home education which centers in libraries & which is for all our lyf, not simpli for youth in a limited cours, & which is to be carid on in vacations, evenings & holidays concurrentli with one's normal avocation.

We never accomplisht our best results in skools til we establisht teachers colejes & normal skools in which to fit qualifyd teachers. In the same way we shal achiev the great results in libraries onli when we provyd similar profesional training for librarians.

But libraries cannot funktion unles the peopl can reali read, not lyk a parot so to pas the test for literasi; they must be abl to take the author's meaning from the printed paje. Even in America with its boasted universal education the Great War shokt us by the great number of peopl who nominali cd read but in fakt not in a way to understand or profit greatli. We found the 2 great obstakls to teaching real reading wer our absurd English sistem of weits & mezures which we as the dauter of Britain stil use whyl 55 nations compryzing the rest of the civilyzd world hav adopted the international metric sistem. 3 tyms as bad as this however is the fakt that we stupidli cling to the most unsyentifik, illojikal, wasteful & unskolarli spelng that eni languaj has yet evolvd in the histori of the world. So when yu go to the root of the matr yu must free the teaching of reading from thez 2 worst handikaps. We stil stupidli compel all to lern 2 alfabets when 1 wd be much easier & betr. The chyld has to lern 2 to 4 & 5 forms of sum letrs, yet sykolojik laboratories prove as simpl tests confirm that it is much easier to read the lower case letrs with their asenders & descenders if we wer freed from the capital forms all of 1 hyt.

When thez vytal improvements ar made it wil take les than  $\frac{1}{2}$  as long to giv the lerner a real working abiliti to read English which except for its spelng is easili the best languaj the human race has yet evolvd.

I trust yur meeting may be a great succes & that everi delegate wil go home with nu inspiration for mor & betr work than he has ever dun befor.

MELVIL DEWEY

### Additional Notes for Program at the New Haven Meeting

Other information on the A. L. A. conference will be found in the April and May issues of LIBRARIES.

#### Council discussions

The program for Monday morning, June 22, is as follows:

Functions of A.L.A. committees, Henry O. Severance; Civil service relations, John B. Kaiser; Book production, Pierce Butler; Coöperative purchase and other lessons from Project "B", E. C. Richardson.

On Friday evening, June 26, C. C. Williamson, Columbia University, will discuss "Coöperative cataloging."

The importation of books with relation to copyright protection will be discussed by Thorvald Solberg, late registrar of copyrights at the Library of Congress, and Carl L. Cannon, chief of the acquisitions division of the New York public library.

Committee recommendations will be presented as follows:

Code of ethics and Schemes of library service, Josephine Adams Rathbone; Libraries in national parks, Charles E. Graves; Federal aid, Clarence B. Lester.

#### General sessions

The first general session, Monday evening, June 22, will be given over largely to President Strohm's address. Brief addresses of welcome by Dr. Angell, president of Yale, and Edwin P. Root of the New Haven public library will be followed by an address by Dr. Keogh.

Two prominent speakers will be heard at the second general session, Tuesday morning, June 23: Frederic A. Whiting, president, American Federation of Arts, and William Lyon Phelps of Yale University.

At the third general session, Thursday morning, June 25, addresses will be made by Elizabeth Pomeroy, U. S. Veterans bureau, E. Cockburn Kyte, Queen's University, Ontario, and Louis R. Wilson, University of North Carolina.

Stuart Chase will speak at the fourth general session, Saturday, June 27.

**Business Libraries section**

"Periodicals of business" will be discussed on June 22 by business librarians. The same topic will be discussed on June 24 by publishers and editors of three important business periodicals.

**Catalog section**

Nathan van Patten, Stanford University libraries, will discuss "The future of cataloging." Anna M. Monrad, Yale University library, will describe the dexigraph and discuss its use in making an official catalog.

"The problems involved in handling public documents" will be presented at the Large Libraries round table, with Augustus F. Kuhlman, University of Chicago libraries, as principal speaker.

"Cataloging problems" will be discussed at the Small Libraries round table by Mary H. Davis, Medford, Massachusetts, Katharine H. Rock, Greenville, Pennsylvania, and Juanita Kersey, Oswego, New York.

**College and Reference section**

The following will be presented at the group meeting for librarians of the larger college and university libraries:

"Cost analysis of the operations in an order department," Willis K. Garver, University of Illinois

"Charges to individuals for bibliographical service," Earl N. Manchester, Ohio State University

"Cost of subscriptions to current foreign periodicals," Charles H. Brown, Iowa State College

"Administrative functions of a departmental chief" will be presented by Rudolph H. Gjelsness, New York public library, at the round table for librarians of college and university libraries. An informal conference on browsing rooms, conducted by Harriet R. Forbes, Teachers' College, Columbia University, will follow.

**County Libraries section**

Various phases of county library service and coöperation will be presented by Alice S. Tyler, Tommie Dora Barker,

Essae M. Culver, Marjorie H. Beal, Mary Barmby, and others.

At a joint session with the League of library commissions, the place of the book truck in county library development will be discussed by Mabel R. Gillis, California state library, Sarah B. Askew, New Jersey library commission, Mary L. Titcomb, Hagerstown, Maryland, Hoyland L. Wilson, Clarksdale, Mississippi, and Annie S. Porter, Greenville, South Carolina. Also short reports on county library establishment will be presented by Mabel R. Gillis, Frank L. Tolman, Harriet A. Wood, and Tommie Dora Barker.

**Lending section**

General topic: "The triple alliance—the book, the borrower, the personnel." Isabel Ballou, Bay City, Michigan, will present "They who serve." R. E. Rogers, Massachusetts Institute of Technology, will present "This bequest of wings."

**Section for Library work with children**

There will be a joint session with the School Libraries section. The following speakers will discuss "Radio broadcasting for boys and girls": Levering Tyson, John Elwood, and Alice Keith, New York.

**School Libraries section**

This section will hold a joint meeting with the section for Library work with children.

Groups in various school library interests will discuss questions appertaining to their particular class. Discussion leaders for these groups are: Sylvia Oakley, South Bend, Indiana, Martha C. Pritchard, Albany, New York, Mrs. Lois T. Place, Detroit City College, Sabra Vought, Washington, D. C.

The following topics will be presented at the general meeting:

"Fitting the library to the school," Laura C. Bailey

"The place of research in the school library program," Mrs. E. Riddell White,

director, elementary and junior high school libraries, Long Beach, California

"Library instruction: a plan for investigation of its relation to the whole school program," Herbert Bruner, Teachers' College, Columbia University

#### Trustees section

A luncheon meeting of this section will be held Monday, June 22, the opening day of the conference. Many trustees have evinced their interest by the topics offered for discussion. Further suggestions as to topics to be discussed are invited. Some of the topics suggested and their authors are:

Mrs. Katharine P. Loring, Prides Crossing, Massachusetts—Necessity of personal interest of the trustees in the members of the staff; importance of the attitude of the trustees toward the library and some of its effects; trustees' part in framing the policy of the library.

Mrs. Alvoni R. Allen, Jersey City, New Jersey—Duty of trustees in the affairs of the library toward a larger outlook.

C. M. Cartwright, Evanston, Illinois—Does the present tendency to extend maintenance service mean the sacrifice of adequate book purchases? When a library links up its service with the public schools or any outside institution, which has a revenue of its own, how far is the library justified in spending its money for service and books for the benefit of outside activities of this sort? In the absence of a pension or retirement fund, or any authorization for such by law, how should trustees meet a situation where a faithful employee grows too old for the service or becomes disabled? Will the tendency of the future be for libraries in cities of some size to become more decentralized? What has been the most effective method to prevent the stealing or mutilating of books? What should be the policy of a library in sending library employees to conventions? Is it a wise policy for a library to link up with correlated institutions using its auditorium or rooms? How far should the library further such activities?

Mrs. George H. Tomlinson, Evanston, Illinois—Endowment for libraries; pensions for librarians; adult education as it affects planning of library buildings and budgets.

Other suggestions offered for discussion are:

How can we stimulate interest among trustees? What concrete action for general effectiveness of libraries can be taken?

THEODORE W. KOCH  
Secretary

#### Art Reference round table

Discussions led by Ida F. Wright, Evanston, Illinois, Agnes Savage, Detroit Institute of Arts, and Helen J. Baker, Metropolitan Museum of Art, New York, will center around the general topic "Relations between public libraries and art museums" presented by Frederic A. Whiting, president, American Federation of Arts.

#### Hospital Libraries round table

The following speakers have been placed on the program: Alice A. Crosby, U. S. Veterans Hospital library, Camp Custer, Michigan, Adeline M. Macrum, Tuberculosis League of Pittsburgh, E. Kathleen Jones, Massachusetts Department of education, Boston.

#### Institution Libraries round table

The important presentations of this round table are: "The librarian goes to prison," by Austin H. MacCormick, assistant director, U. S. Bureau of Prisons; "A visit to the Borstal institutions," Perrie Jones, supervisor of institutional libraries, Minnesota State Board of Control; "What will girls read?"—an experiment in various correctional schools for girls in Massachusetts, by Mary B. Smith, Massachusetts Division of public libraries. Discussion of "Library problems in correctional institutions."

#### Junior College Libraries round table

The following speakers have been placed on the program: Virginia Kramer, Bradford, Massachusetts, Henry O. Severance, University of Missouri, and Helen E. Scanlon, Frances Shimer School, Mt. Carroll, Illinois.

#### Religious Books round table

This round table is scheduled to present an address by Margaret Slattery. A survey of popular religious books in the United States and Canada will be given by Eliza J. Martin. Frank G. Lewis will discuss the important religious books of 1930-31.

**Small Libraries round table**

General topic: "Improving the library personnel." The important presentations of this session are:

"A growing staff," Callie Wieder, Waterloo, Iowa

"The librarian's first responsibility," Georgie G. McAfee, Lima, Ohio

"Librarians, dead or alive," Hannah Sevrens, Moorestown, New Jersey

**Young People's Reading round table**

The following speakers have been placed on the program: Mary E. Harper, East Cleveland, Ohio, and Mary J. Cain, Indianapolis, Indiana.

The Committee on library coöperation with the Hispanic peoples will discuss "Exchange of books and periodicals between North and South America."

The meeting of the National Association of state libraries will open on Monday, June 22. In addition to the program given in April LIBRARIES, the following will be presented: "Suitable materials for public records," Wilmer L. Hall, Virginia state library, and H. M. Lydenberg, New York public library; "Research adventures in foreign capitals," Winifred Gregory, New York City.

**American Library Institute**  
**Twenty-fifth anniversary meeting**

The program for the meeting of the American Library Institute at New Haven is growing in interest. There will be a public meeting on the afternoon of June 23, and a dinner meeting (for fellows of the Institute only), at the Yale Faculty club, on the evening of the same day.

Papers already promised are: "Principles of copyright" by Thorvald Solberg; "Shall we need a library science?" by C. Seymour Thompson; and a "Review of the first 25 years of the A. L. I." by its former secretary, M. E. Ahern.

F. K. WALTER  
Secretary

**Interesting Things in Print**

D. N. Handy, librarian, Insurance library association of Boston, has an interesting article in the April 10 number of *The Insurance Age-Journal* giving a survey as to insurance books in public libraries.

A study of the salaries, education and experience records of library employes in the state of California as of May 1, 1930, has recently been issued by the Bureau of public administration, University of California, for the California library association.

A selected reading list of books entitled "Judaica" has been compiled by Fanny Goldstein, librarian of the West End branch, Boston public library. The books listed were chosen for their literary merit and are such as make their primary appeal to scholars or research students.

Outstanding French books of the twentieth century make up the list of "French books for American libraries," recently published by the A. L. A. Because these books reflect the contemporary French point of view, they are valuable to students of social conditions as well as to students of the language. Charles Cestre of the Sorbonne was assisted in the compilation of this list by M. E. Leroy of the *Bibliothèque Nationale* and many other French authorities.

The catalog, never static, must be attuned to the changing needs it serves, according to Grace Osgood Kelley, of the John Crerar library, in the first article of the *Catalogers' and Classifiers' Yearbook*, no. 2, recently published by the A. L. A.

Among other topics discussed are the following: serials, bibliographical aids, and comparison between serial entries in the United States and some European countries. A simplified treatment for League of Nations publications is pre-

sented. The *Yearbook* contains 165 pages.

Luther L. Dickerson, chairman of the Library committee of the National advisory council on radio in education, is directing the use of radio in education with the fundamental notion of raising the cultural value of radio broadcasts. The radio council has issued a pamphlet prepared by Mr. Dickerson dealing with this subject.

Locating books for interlibrary loans, by Constance M. Winchell of the Reference department, New York public library, is a recent bibliography issued by the H. W. Wilson Company. It was compiled to serve as a suggestive guide to printed sources which aid in the location of books in American and Canadian libraries. The bibliography is arranged by subject and is prefaced by a brief survey of the interlibrary loan problem. A full author and subject index is appended.

Charles W. Smith, chairman of the Committee on bibliography, Pacific Northwest library association, has compiled "A union list of manuscripts in libraries of the Pacific Northwest." The list aims to reveal the outstanding manuscript sources relating the history of the Pacific Northwest. The material included covers manuscripts, photostats of unprinted manuscripts, and transcripts of manuscripts. Items of some size or importance only have been included, altho there is a section devoted to notable letters by or to eminent persons.

This list is something that every student of North American history should have, and it belongs properly in every library that considers itself of sufficient importance to attract research students interested in Northwestern American history because of its historical material.

Copies of the list may be obtained from Ora L. Maxwell, Public library, Spokane, Washington. (\$1)

#### List of Books on Pure Chemistry

An annotated list of over 100 books on Pure Chemistry has been compiled for the use of the branches of the Queens Borough public library. Most of the books are those published in 1929-31 but a few older books of reference or of unusual value have been included. Enough titles are given under each subdivision to allow a choice according to the needs of the community. Anyone interested may have a copy by writing to Jean K. Taylor, Queens Borough public library, Jamaica, New York.

#### Outstanding Books of 1930

That librarians sometimes agree is shown by the fact that 10 novels of the past year received the unanimous vote of the 75 representative librarians who selected 200 outstanding books of the year for inclusion in *Booklist Books 1930*.

The titles thus favored were *Years of grace*, *The deepening stream*, *Dr. Serocold*, *Angel pavement*, *The way home*, *The young and secret*, *Mosaic*, *All our yesterdays*, *The son avenger*, and *Rogue Herries*. Only one negative vote was recorded for *The great meadow*, and *Miss Mole*. These selections are made on the basis of actual usefulness in public libraries and the results are published as a checklist for libraries and a reading list for library patrons.

Two special lists of about 30 titles each are features of this year's selection. One is the annual technical list prepared by Donald Hendry of the Pratt Institute free library, Brooklyn, and the other a list of books on public health and hygiene chosen by Ethel Wigmore, assistant librarian of the National Health library, New York City, under the direction of Mary Casamajor, librarian. The non-fiction list is classified and about 45 children's books are listed separately. Descriptive notes, buying and cataloging information are furnished as in the *Booklist*.

**Tribute to Dean W. E. Henry**

Dean William E. Henry of the University of Washington library school has resigned and becomes dean emeritus at the end of the present college year. What reputation this library school has acquired is due to his work and influence as the founder and builder of the school, and his selection of a capable and cooperating staff.

Dean Henry came as librarian to the University in 1906 from the State library of Indiana. At that time there were few trained librarians in the Pacific Northwest. To overcome the difficulty of securing librarians from the East, Dean Henry, with the advice and encouragement of J. T. Jennings, librarian of the Seattle public library, and of Franklin F. Hopper, then librarian of the Tacoma public library, established in 1911 the department of library economy in the College of Liberal Arts at the University. In 1916 this department was changed into a school of the University, on the same footing as the other professional schools, and in 1920 it was admitted to membership in the Association of American library schools. The first class of 10 members was graduated in 1913. The registration and applications for admission steadily increased until in 1928 it was necessary to limit the maximum registration to 50 persons.

In 1928 Dean Henry resigned as librarian of the University and since that time has devoted himself wholly to the library school. His counsel and guidance and his individual interest in each student have been the inspiration of the school. From the very beginning, each student has known that she would never fail to receive from him complete understanding of her problems, ever-ready friendship and sympathy, and wise advice. In his teaching, as in his whole attitude toward training for librarianship, his emphasis on the meaning and opportunities of librarianship as a field

of social service have broadened the vision and the understanding of those who had the privilege of working under him. While he has always insisted on sound technical training in fundamental subjects, he has always kept before the student librarianship in its broadest meaning and the subordination of technical processes to the accomplishment of that vision.

The genius of Dean Henry lies in his dealings with and understanding of people. Anyone going into his office feeling discouraged and disheartened has always come away with a brighter and more courageous outlook. He has earned well his right to greater freedom and leisure and it is a great source of satisfaction and pleasure to his staff and students to know that, as emeritus dean, his guidance will still be available to them.

CHLOE T. SIVERTZ, President  
University of Washington L.S.A.A.

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**Retirement of Frances Simpson**

A dinner in honor of Frances Simpson, assistant director of the University of Illinois library school, was given at Urbana on May 23 by the members of the Illinois Library School association. Miss Simpson retires from her position at the end of this school year and becomes professor emeritus in the University.

Miss Simpson has served both on the staff of the University of Illinois library and the faculty of the Library School; since 1912 she has been assistant director of the School and has enjoyed the wide acquaintance and opportunities which have fallen to her lot in that time.

A purse of over a thousand dollars was presented to Miss Simpson by the Illinois Library School alumni in token of their regard. Miss Simpson was also presented with a handsome wrist watch at a library school faculty dinner given in her honor.

**Library Schools****Carnegie library school**

The Carnegie library school, in co-operation with the Carnegie library, for the first time took part in the annual exhibition which was held by Carnegie Institute of Technology on April 24.

This year, the thirtieth anniversary of the Carnegie library school, those alumnae of the School who had their college degrees before taking the library course will receive their professional degree of Bachelor of Science in Library Science at the commencement exercises in June. Plans are afoot for an interesting reunion during the three days preceding commencement.

Special lecturers recently heard at the School were Lutie E. Stearns, Madison, Wisconsin, on "The great unreached and why"; Sarah B. Askew, Trenton, New Jersey, on "County libraries"; and F. T. Wendell, Library Bureau, on "Library equipment."

Effie L. Power, Cleveland public library, and Harriet W. Leaf, Akron public library, were alumnae visitors during the month formulating plans for the thirtieth anniversary of the School, June 6-9.

**FRANCES H. KELLY**  
Associate director

**Drexel Institute**

The students of Drexel library school completed their two weeks of block practice on May 2. During the period, one section was in residence and the other on practice work.

Charles B. Shaw, librarian, Swarthmore College library, lectured to the class on college libraries and explained how the "List of books for college libraries" had reached tentative form in the present publication. Professor Edward D. McDonald, head of the English department, Drexel Institute, spoke to the class on "Humanism in modern literature." F. W. Faxon, of Boston, lectured on "Periodicals" and Professor Albert C. Baugh,

University of Pennsylvania, on the "Evaluation of histories of literature."

The class has visited, in connection with lectures, the collection of early manuscripts at the Pennsylvania Museum, and the Haddon Press.

Helen F. Jones ('31) has been appointed librarian of Junior high school, Eddystone, Pennsylvania.

Louise McDowell ('31) will have charge of the periodical department, Library of E. I. du Pont de Nemours & Co., Wilmington, Delaware.

Eunice A. von Ende ('31) has been appointed assistant in the Public library, Washington, D. C.

**ANNE W. HOWLAND**  
Director

**University of Illinois**

The spring visits of the Library School students to libraries were made this year, because of the large enrollment, in three groups of 29, 62, and 32 students, who went to Madison and Milwaukee, to Chicago and vicinity, and to Ann Arbor and Detroit respectively. Each group visited additional libraries en route. The visitors returned enthusiastic over the welcome accorded them. The reports given in class afterward were unusually valuable to the students.

Carrie Scott, Indianapolis public library, gave four lectures on Children's literature to the students on April 9-10. Amelia Krieg, head of the catalog department, University of Iowa library, gave two lectures on March 26-27.

**Los Angeles public library**

Several distinguished lecturers have visited the School since the beginning of the year. Marion Horton, formerly principal of the Los Angeles public library school, gave a talk on "The Plantin museum and London book shops"; Alice Tyler, dean emerita of Western Reserve University library school, spoke on "Personality in library work"; Mrs. Frances Clark Sayres, of the extension department of the University of Chicago, gave a short course on "Children's books and storytelling"; Mademoiselle Marguerite

Dumont spoke on "Publishing in France."

The School devoted the annual visiting week in March to libraries of Pasadena, Long Beach, special libraries of Los Angeles, public libraries of Riverside and San Diego.

FAITH E. SMITH

#### **University of Michigan**

The annual visit of first-year students to libraries in the Detroit region was made on April 30 and May 1. Visits were made to the new library building of the Michigan State Normal College at Ypsilanti; to the Wayne branch of the Wayne County library; to the public libraries of Birmingham and Highland Park; and to the main library and branches of the Detroit public library.

On May 2 the annual "Alumni Day" of the Department of library science was attended by over 50 students. In addition to discussion of problems of current interest in library work, addresses were made by Helen Martin, Western Reserve University library school, and Dr. George H. Locke, librarian of the Toronto public library.

"Visitors' Day," May 15, at which the University library and the Department of library science were joint hosts, brought 150 out-of-town librarians to attend the occasion.

C. B. JOECKEL

#### **New Jersey College for Women**

Mary Gould Davis gave a talk on "Story telling" early in May to the Library School and to students of other departments of the college. Miss Davis' lecture concluded the talks on special fields, which had been given by Milton J. Ferguson, E. Byrne Hackett, Claribel R. Parnett, and Rebecca B. Rankin.

The final library trip of the year was made to Princeton University to study the collection of manuscripts and early printed books in the library.

The School boasts of a copy of a fifteenth century book from the press of

Christopher Arnold of Venice. It is a folio volume with title page illuminated and rubricated initials thruout the book of 246 pages, the gift of E. Byrne Hackett.

At the Atlantic City meeting of New Jersey libraries and the Pennsylvania library club, the School had as its guests Mr. Keogh and coöperating librarians from New Jersey.

#### **Pratt Institute**

The older members of the staff, graduates of the class of 1907, of which she was a member, and of 1927, who met her in Washington and to whom she talked of her work, will hear with great regret of the death of Mary Elizabeth Wood, director of the Boone College library school, Wuchang, China. Her simple-hearted devotion, absolute sincerity, and rare gift of communicating enthusiasm, together with her humor and practical sense, made her a power wherever she was. Miss Wood interviewed every member of the Senate and House in 1927, and succeeded in inducing them to pass the law returning the Boxer indemnity to China for educational purposes. She was recently described as "the best friend of the library movement in China."

The class has paid its usual third term, Friday afternoon visits, to neighboring libraries. Some 10 or 12 of the best examples of library service, interesting on any account, were visited. The students now have sufficient background to get much of real value from these visits.

The lecturers for the third term so far have been Clara W. Hunt, Margaret Jackson, John Adams Lowe, Anne Carroll Moore, Mabel Williams, and Corinne Bacon.

Word has just been received of the death on February 24 of Sally Clarkson of Ann Arbor, Michigan, class of 1909. Miss Clarkson was for a short time in the children's department of the Cleveland public library, in 1913 she was children's librarian in the State Normal

School at Ypsilanti, and in 1915 children's librarian in Seattle. In 1919 she became research assistant in Internal Medicine at the University of Michigan.

JOSEPHINE ADAMS RATHBONE

**Simmons College**

Simmons has suffered grievously this year from the inroads death has made.

Earlier in the year Idelle Tapley and Marion Lovis were taken, and on May 1 Mary Elizabeth Wood died in China. Miss Wood had been ill for some months, and only her brave spirit kept her alive. Her friends had hoped that she might at least see May 16, an anniversary of her work for Boone University and its library, at which time they wished to show again their love and appreciation, tho she did not need a formal expression of that.

No blow has touched us more keenly than the death of Elisabeth Knapp on April 14. Not only was she the first college graduate who enrolled in the one-year library program at Simmons in 1903, but from 1923 to 1927 she took a month each Spring from her busy life in Detroit to come to Simmons for a course in Library work with children. Every member of the classes of those years will remember the inspiration of those days, and many owe to her the call to turn to the field in which she herself had done so much.

At New Haven we will have our Simmons dinner on June 24, and think we shall probably break all records in attendance, even that of Swampscott.

On April 29 we enjoyed our first visit from Mr. Ferguson since his Eastern trek. In his first talk he gave an account of the development of the county library, especially in California. The second one told of his impressions on his South African library excursion.

No Simmons year would be complete without a visit from Miss Jordan, who spoke on June 2 of children's books of the year.

The School libraries course has profited by talks from half a dozen school librarians: Miss Colton of the English high school, Boston; Miss Burgess, Beaver Country day school, Chestnut Hill; Miss Bigelow, Newton high school; Miss Hennig, Girls high school; Miss Vaughan, Quincy high school; Miss Bell, Salem normal school.

In connection with the printing instruction, we were permitted to visit the Riverside and Athenaeum presses. The "big" visits of the year, the all-day trips to the libraries of Providence and Worcester, occurred on May 20.

JUNE RICHARDSON DONNELLY

**University of Wisconsin**

Christopher Morley presented the 1931 alumni lecture before the Wisconsin library school, April 24, at which Frances A. Hannum, president of the Alumni association, presided. In his lecture, Mr. Morley was his usual gay and vivid self, giving his hearers glimpses into the workshop of an active writer. For two days he was the guest of the class of 1931, of which he was made an honorary member.

The date of Mr. Morley's lecture determined the date of this year's May Day, which was accordingly celebrated on the morning of April 25 when 141 students, alumni, and guests gathered at the Madison club for the annual May Day breakfast.

The Wisconsin library school is this year celebrating its silver anniversary and the morning's program partook of characteristics fitting for a quarter-century milestone.

President emeritus Birge, who has been a constant friend of the school thru its early inception and in the 25 years thru which it has passed to attain its present standing, reviewed the history of the school and the effects of its efforts on the educational work of Wisconsin.

There were present at the breakfast the usual number of distinguished guests,

## Libraries

a number of Wisconsin librarians who have been closely associated with the school, and 48 alumni representing 19 classes. Many alumni who were unable to attend sent greetings.

### **Fellowship grants for graduate library study, 1931-32**

A report from the president's office of the Carnegie Corporation, New York City, records the following:

Twelve librarians in the United States and Canada are to receive grants from the Carnegie Corporation for graduate study during 1931-32. Nine of the candidates live in the United States, and three in Canada. The grants range from \$1,000 to \$2,500. By means of these grants persons who have already had experience in library work or who have shown promise of contributing to the advancement of the library profession are enabled to pursue graduate study in library problems.

The Corporation received 103 applications for library fellowship grants this year. Candidates were selected by an advisory group on library fellowships which included Rudolph H. Gjelsness of the New York public library, Carl H. Milam, secretary of the American Library Association, William S. Learned, author of *The American public library and the diffusion of knowledge*, Florence Overton of the New York public library, Malcolm G. Wyer, librarian of the Denver public library, and Joseph L. Wheeler, Enoch Pratt free library, Baltimore. Candidates were chosen on the recommendations of those competent to judge the applicants' ability from their own professional experience, and on the plan and purpose set forth by the candidates in their applications.

Those recommended for the grants in the United States and the subjects of their interest are:

George C. Allez, librarian, Central State Teachers College, Stevens Point, Wisconsin.

To study the service function of the library in teacher training institutions, at Columbia University library school.

Herbert B. Anstaett, librarian, Franklin and Marshall College, Lancaster, Pennsylvania.

To study college and university library administration, at Columbia University library school.

Alice R. Brooks, instructor, Drexel Institute.

To specialize in school library development in preparation for teaching school library course. To study under supervision of Columbia University library school.

Francis H. Henshaw, senior attendant in order department, Los Angeles public library.

To study library personnel problems at Columbia University library school.

Mary Rebecca Lingenfelter, reference librarian, Bureau of educational research, Ohio State University.

To specialize in bibliography and bibliographical method, at Columbia University library school.

Errett Weir McDiarmid, Jr., student, Emory University library school.

To continue library studies in Graduate library school, University of Chicago.

Helen Martin, assistant professor, School of library science, Western Reserve University.

To study abroad recent European investigations as to basic juvenile reading habits and interests, under direction of Graduate library school, University of Chicago.

Gretta Smith, librarian, department of fine arts, University of Pittsburgh, Pennsylvania.

To make an investigation of museum collections and exhibits in this country and in Europe, with a view to determining to what extent the most modern progressive and effective technique in these fields is applicable to library practice, under the direction of Yale University.

Eunice Wead, assistant professor, department of library science, University of Michigan.

To study existing remains of equipment for housing and caring for books in the libraries of English ecclesiastical and other foundations previous to the dissolution of the monasteries. Wishes to study abroad, under direction of University of Michigan.

Those recommended for grants in Canada are:

Mary Duncan Carter, assistant professor of library administration, McGill University.

A comparative study of reading interests with relation to library facilities in Quebec, under the direction of the Graduate library school, University of Chicago.

Russell R. Munn, assistant, Fraser Valley public library demonstration.

To take first year's work in a library school in preparation for library administrative work. To study at Columbia University library school.

Freida F. Waldon, student, School of librarianship, University of London.

To make a bibliography of books relating to Canada published in Great Britain, from 1763-1900, under the direction of the School of librarianship, University of London.

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### 1931 Speaks

**Barbara Blatt, Indianapolis Library training class**

I have not been steadfast in my determination to be a librarian. Once there was a lapse of six months when the desire to be a chemist overwhelmed everything else. But even the delightfully medieval and alchemic feeling that comes from powdering chalk with a mortar and pestle and then producing an astonishing fizz with the addition of hydrochloric acid was not strong enough to change permanently my wish to wear a smock and stamp books and see books and handle books, new ones bright and slick with shellac and old ones which no amount of vinegar can clean and with pages soft and limp and dirty. Books have always given me a sensual as well as mental delight and I regarded a librarian's day as a continual orgy of satisfaction.

So there was nothing to do but be a librarian. For two vacations I "paged" at the branch across the street from my home. The Indianapolis public library probably never had a more grateful employee. My scheduled time was two hours. My father maintains that I worked six. But he exaggerates. And he could not conceive the pride that thrilled me or the pleasure that laved me when I was permitted to take the desk and charge books. I had to be at the library as much of the day as was possible or I might miss some opportunity. And in my spare moments I

practiced fat, backhanded alphabets. Just now on the verge of an examination in classification, I wish I had spent my days learning the numbers for plumbing and house painting and chrestomathics. Hard as it is for me to comprehend now, there were days and years when Dewey and Sears were not even names to me. But time passes.

The Indianapolis public library has a competitive examination for entrance into its training class—two examinations, in fact, but the second is the sort that becomes only too familiar to one in college—sentences to be finished, synonyms to be chosen, bits of arithmetic and reading, and someone measuring time with a wrist watch. It is the *first* test which, when one looks at it in horrified amazement for the first time, seems to have been evolved by those malicious persons who would be capable of committing the perfect crime. There were islands of sanity in it; familiar names were wonderfully sweet to me the morning I struggled thru it. I wished that I had read the lists of books suggested as preparatory material. But it was too late. I had spent the summer traveling about Europe with a one-volume edition of H. G. Well's Outline of history. I had not time to read it but I clutched it tenaciously and hoped desperately that by some sort of osmotic pressure, the book's plenitude might permeate thru boards and epidermis and equalize itself with, my lack. Viewing the examination from the perspective of six months, I can judge it more calmly and realize that its very hectic, scrap-bag qualities that provoked me were exactly the qualities that made it most suitable for an entrance examination to library work. For even the combinations of courses that one serves oneself semester after semester in college have nothing of the seemingly infinite variety of work in a training class—work which ranges from reference to trying to pronounce Dostoyevsky and

around to making artistic little bookends. To be sure, the emphasis is put on reference and children's work and cataloging and classification and such subjects, but there are numerous little arabesques to embellish that conventional pattern. The most recent were posters. They were rather successful posters, too, in conception if not in execution, but I do not believe the nine of us, pooling our artistic abilities, could furnish enough to justify one poor artist in being willing to starve in a garret. I thought, for this reason, that the posters were a waste of time and energy, even tho my own excited me almost as much as if I had achieved a sonnet.

But this is only piddling criticism. Except for such minor irritations, our courses and practice work are such as afford true stimulation and arouse respect for the profession that is our goal. It would require a very unresponsive imagination to remain untouched, unaroused by the possibilities suggested by them, whether in work with children or with adults who want to learn English or salesmanship or to find escape. To realize that one can assist and lead and help and serve thru the double medium of oneself and books, to know that one will work assisted by regiments of the bravest and most gracious ghosts make one feel a most comfortable amalgam of emperor and Djinn.

Sometimes, of course, this emotion is wholly dissipated by the agonizing rush to get assignments done on time—or, at least, done enough to allow for a surreptitious completion in class. Often the children's room is only shelves and shelves of ogres and I with no weapon to confront them but the single fact that Little women is mediocre in style but is the pattern book of stories of home life for girls. In the catalog department, any shot of the service that is rendered by its work was usually obscured because I could not remember to release the shift

key after typing subject headings. The result was question marks and parentheses and asterisks where a call number should have been. It was little consolation to reflect that I left that department as an expert and experienced eraser.

Now the training course is almost over. I know that 629.1 is the number for aeroplanes; that the aim of a library should be the best books for the most people at the least cost; that Dewey was a genius; that the A. L. A. started in 1876 and the Indianapolis public library in 1873; that Grinnell leads to Altsheler and Altsheler leads to Schultz and Schultz to Fenimore Cooper. But most certainly and thoroly of all I know that I shall enjoy being a librarian. For the library has traditions that I respect and love and an energy that I admire and must admire all the more if sometimes it is expended more generously than wisely. And, dealing as it must in that which is more selective than the stuff of everyday life, it has a gentleness and a greatness that few other institutions have. There are flurries and tempests enough, I know, but they are never rude and when I think of the library, I think "Her ways are ways of pleasantness and all her paths are peace."

Perhaps, when I have spent some years mending mountains of books or banishing bad boys from the reading room, I shall have changed my mind. But I think not.

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I have a strong belief that well-designed buildings, kept in excellent repair, exercise an altogether wholesome and stimulating influence on their users. A public library, which must not overlook its obligation to its public to make itself felt other than by the mere circulation of books, must not neglect its duty to place the physical needs of its housing emphatically before the fiscal authorities. Before budget-making time comes around, I expect to present the board of trustees with a full and detailed statement of the condition and requirements of the buildings in the system.—*From a report of Milton J. Ferguson, librarian, Public library, Brooklyn, N. Y.*

## Department of School Libraries

*'Tis the good reader that makes the good book.—Emerson*

### The Librarian's Place in the Present Educational System

Ruth Kesler, student, Riverside library school, Calif.

In order to take her place in the vast educational scheme of the schools of today, the librarian must have a working knowledge of those things which are recognized as the governing factors in the development of the child. The direct correlation between interest and effort and the creative power which is the natural endowment of every child is a self-evident fact. The first subject has been adequately treated by John Dewey in his book, *Interest and effort in education*, while Hughes Mearns deals with the second in *Creative power and Creative youth*. How closely these two basic ideas are allied is revealed by an examination of the above mentioned books.

In the old system of fact education, drill was emphasized while today experience is the keynote. Pupils were regarded as learners, not as potential doers, and the object of education was to instruct the children instead of to try to lead them to create. Environment plays a heavy role in the new conception of education, for it is environment rather than lessons which is regarded as the sources of motivation of the creative spirit.

Formal education was a formidable obstruction to creative activity since youth was the recipient of superimposed patterns instead of being allowed to function as the free developer of individuality. However, mere freedom is not all that is necessary. The child must be provided with the right world to live in—and this is the task of the enlightened teacher and librarian. Since creative education demands an exposure to an influence, every instructor takes on an added importance.

The library, organized and managed by a trained librarian, plays an unobtrusive but persistent part in the instructional scheme which makes up the school environment. The library should be a perfect part of the harmonious whole and by meeting all the book needs of the school, establish an active relationship with each department.

Every interest which is started in the classroom should be reflected in the library. The clever librarian learns to gage or predict the probable extent of an impulse along any particular line, and under her guidance the group of books on a certain subject grows in proportion to the strength and continuity of the demand. This is one way in which she contributes to the building of wide-awake, educationally-minded students.

Reading is one of the important factors in the creative life. In the higher school grades, creative youth is "well-read youth." Since reading seems to be the food of more abundant living, every effort should be made to make an interested reader of the non-reading child and thus bring him into communication with the creative world of reading. The librarian may be able to do a great deal to bring about this result.

Outside reading, which is largely "reading for pleasure," should be almost entirely voluntary and, in addition, it should be kept at a high level. This is possible when the librarian is able to reach the students thru personal contacts, as well as by means of the mechanical devices such as the bulletin board, special booklists, book displays, and other similar methods.

Every influence which acts upon the individual desire and appreciation stimulates the forces of the creative life. Due to the fact that the students usually regard the librarian as something of a com-

panion with kindred interests, she is often able to discover their latent desires and powers and aid in the development of their creative ability. According to Hughes Mearns, "Children's art at its best is always something in the nature of a confession; it admits one instantly into the privacy of personal thinking and feeling." Since this is true, the correct personal contact and thoughtful encouragement are just as important in the establishment of the proper environment as are the materials and tools with which the child works.

School life should be an interesting and absorbing experience to the child. This becomes a fact when events happen to him in such a way as to engage his attention and secure a correspondingly alert response. Consequently, each pupil should be able to discuss the various subjects which he studies from personal experience. Of course, the degree of this experience would depend somewhat upon the topic studied as some things lend themselves to this type of instruction much better than others.

Every student should have some personal experience in relation to literature. Deep within each individual is a vast imaginative power, varying in intensity and quality. This power finds for itself, in some way, an artistic expression. When art comes into being, one can work for hours without fatigue. This is characteristic of the vital energy and this brings us to the contemplation of Mr. Dewey's theories concerning interest and effort.

Mr. Dewey writes, "The spontaneous power of the child, his demand for realization of his own impulses, cannot be suppressed." Consequently, if this power is recognized and encouraged, much that is fine and original in the creative life of the child finds sanctioned expression and may achieve unsuspected heights. At the same time, a proper balance is effected between this creative ability of

the individual and the required activity and association with standard curricular requirements. If such an adjustment is not made, the child early forms the habit of divided attention in order to satisfy his own creative impulses and also meet the demands of the teacher.

Interest is dynamic, objective, and personal. The latent creative power of the child is evident in his demand for a growing activity and occupation. Mr. Dewey points out that genuine interest simply means that the individual has identified himself with, or has found himself in, a certain course of action. Therefore, effort comes into play in the degree in which achievement of an activity is postponed or remote. The demand for effort is a demand for continuity in the face of difficulties and here again, the instructor or librarian may be the instrument to call forth this continuity, for Mr. Mearns tells us that "a teacher's approval of the right sort is like rain to good ground." Regardless of the particular field of education, the influence of the teacher and librarian in the development of individual expression cannot be over-estimated.

Often the best work is the result of this perseverance in the face of difficulties. The achievement of something really fine by the child is, many times, in direct proportion to the amount of worth while criticism and encouragement given by the teacher. The highest approval should go only to that work which bears the mark of original invention and distinct individuality.

Interest is obtained not by consciously thinking about it and aiming for it, but by a consideration of the conditions that lie back of it and compel it. Therefore, if we can discover the child's needs and powers and supply a suitable environment with physical, social, and intellectual resources, we shall secure a two-fold result—spontaneous interest in the educational system of which the child is a

living, moving part, and, the development of his individual ability and creative powers.

The successful librarian must realize that this awakening of interest and creative power is, in a measure, her job. The axiom that a chain is only as strong as its weakest link may well be applied here, since the librarian must know and understand what is being done in the educational world of which she is a part in order to fulfill her destiny. An understanding of educational methods is equally as important as a knowledge of and love for books and children. The ideal school librarian recognizes the worth of the various new educational methods and seeks to fit her library in with the policy adopted by her school.

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- Dewey, John. Interest and effort in education. (Houghton) p. 102.  
Mearns, Hughes. Creative power. (Double-day) p. 396.  
Mearns, Hughes. Creative youth. (Double-day).

#### The Scholastic Awards

Out of 40,000 students competing in the seventh annual *Scholastic* awards, the national competition for high school students conducted by the *Scholastic* magazine in Pittsburgh to stimulate creative work in art and literature, 260 received prizes totaling more than \$4,500. Over 3,000 high schools from every state and from all island and territorial possessions had representatives in the contest.

#### Invitation to School Library Supervisors

Supervisors responsible to boards of education for administration of school libraries are urged to register at once for a breakfast at New Haven, June 25, at the Waffle Kitchen. Write Mary E. Foster, Carnegie library of Pittsburgh, if you plan to attend.

#### The Art of Storytelling<sup>1</sup>

Helen Martin, School of library science,  
Western Reserve University

Storytelling from times immemorial has been associated with the hearth, with the glowing fire. Today, due to the complexity of our modern civilization, it has found a new home—the public library. Here the story reaches not alone one family but many, and thru the voice of the understanding storyteller, children, like their early ancestors, are led into an enchanted world, owned and cherished by countless generations.

For the children's librarian herself, the establishment of the close contact with a group of children thru the medium of a story with each member of that group compensates in large measure for her inability, due to crowded conditions, to render the individual book service she so much desires.

What is the value of the story? In the first place, it introduces the child to the great pieces of literature; it develops the imagination, so sorely needed in this modern technical, standardized world, for 'tis imagination that is the touchstone of an appreciation of the arts, poetry, painting. Bernard Shaw thus poetically expresses its mission: "Imagination is the beginning of creation; you imagine what you desire, you will what you imagine; and at last you create what you will." In the third place, it develops in the child a sense of beauty. Beautiful descriptions of castles, enchanted gardens, charming princesses, expressed in exquisitely turned phrases—these form the basis of our aesthetic pleasures as we grow older. Lastly, it develops the ethical sense—or moral consciousness—in a child. Thru the medium of the story, children are raised unconsciously to a higher and better living; for brief moments they stand tip toe on the misty

<sup>1</sup> Extracts from a talk given at the School of library science, Syracuse University, February 17; especially valuable to storytellers.

mountain top. For the child instinctively wishes to emulate that hero of the tale who thru courage and wisdom accomplishes the great things to which his own soul aspires.

If stories lead our children into a richer heritage, a more abundant life, they must be carefully chosen. What kinds of stories interest and appeal to children? Folk tales, fairy tales, fables, legends, myths, epics, modern fairy tales, realistic stories. In all stories, the emotional appeal varies: humorous, serious, fantastic, realistic. Here are some of the fundamental criteria we should set up in judging new tales:

1) Ethically sound, right must be painted right, wrong, wrong. The hero must be one who achieves success thru courage and persistence, not thru trickery or dissimulation. Withal the moral, with the exception of the fable, must be so cleverly interwoven into the warp and woof of the tale that it never appears on the surface.

2) Interest appeal.

3) Logical.

4) Inspirational.

5) Must not be cruel or over-stimulating, appealing unduly to any one emotion.

Now often an intrinsically fine story cannot be told to children in exactly the form in which it appears on the printed page. When such is the case, the storyteller resorts to a method known as "adapting." Therefore when a story has a good ethical standard, a high moral note, yet is burdened by minor details which are not only distressing but detract from the plot, we may adapt the story. Here is where the storyteller appears as creative artist, litterateur, for with her knowledge of stories, children, and literary values she can remake a story until it stands forth clothed in new garments, beautiful, unforgettable, yet she must watch at the same time to see

that the essential spirit, real atmosphere, and true meaning of the tale are not lost; otherwise, the tale is mutilated and appears a dead and lifeless thing.

. . . In telling a story, the approach should be childlike, simple, spontaneous. Over-elaboration and insincerity have no place in the storyteller's equipment. . . . Any one who believes firmly in the power of the tale, who undertakes the work seriously, honestly and simply, is and can be a good storyteller. Storytelling demands familiarity. Familiarity with the vast field of literature, and familiarity with audiences, especially the young, yet the old must not be forgotten. For no one quite outgrows his liking of a story. The art of storytelling demands a sense of the dramatic—that is, a knowledge of what makes a story stand out vividly and clearly.

Simplicity, sincerity, familiarity, these are the three great requisites for the successful storyteller's guides. Have these and unwittingly the story becomes your own, and as your own, a world of beauty, enchantment, fun and fancy—whatever you will—is created. Thus do you in turn become like the minstrels of old, and bring new visions of the beauty and richness of life to that eager, expectant, alert little audience before you.

#### The Bookworm's Brother

In the March issue of the *Newark School Bulletin*, an amusing and yet bitingly sarcastic apostrophe "The bookworm's little brother" has been addressed to the Lazybones who prefers to acquire the printed word with his fingers rather than to absorb its meaning with his brain. The material, prepared by Laurence B. Johnson, editor of the *Bulletin*, would furnish suggestive items for public use to those librarians whose books and pamphlets are subjected to the ravages of the "Cutworm."

### Annual Conference on Children's Reading

The annual conference on children's reading was held at the Public library, Grand Rapids, Michigan, May 2. The general subject, "Books for boys and girls since the time of Lincoln," was presented from various points of view by the speakers.

The first speaker, Mrs. M. Edward Cuncannon, said that the period from 1860 to 1880 gave to the world the immortal Alice in wonderland and Tom Sawyer, even tho there was a dearth of children's book as a result of the civil war. Among the writers of that day who are still read are: Julian Ewing, G. Cary Eggleston, Jane Andrews, Thomas Bailey Aldrich, James Otis, and Mary Mapes Dodge whose Hans Brinker is a beloved classic of childhood. The two greatest exponents of the moralistic type of writer were Martha Finley and Oliver Optic with their untrue and abnormal philosophies—fortunately they were short lived. The outstanding writer for girls at this time was Louisa May Alcott whose Little women set the standard for excellence in literature for girls.

A paper by Mrs. Louis Bisard presented books of the period between 1880-1900. The fairy tales of Hans Christian Anderson and the folk tales of Joel Chandler Harris were a valuable addition to the fanciful type of literature for children at this time. Mrs. Bisard believes that boys especially demand sincerity. Most of them are not scholars, not even scholars in the making, but they are men in the making, and good ideals are an exceeding valuable element in the process of learning thru books.

Forest D. Gould, covering the period from 1900-1931, opened his talk with a description of the process by which books such as Gulliver's travels and Pilgrim's progress, originally for adults, have been appropriated by children as their own.

He stressed the necessity of artistry and literary merit in books for boys and girls as a means of developing aesthetic judgment. His paper was hopeful of the future. Since never before have so many excellent authors been writing books for boys and girls.

"The essentials of worth while books for boys and girls without regard to time or place, from the point of view of a librarian," was presented by Herbert S. Hirshberg, dean of Western Reserve University library school. Mr. Hirshberg discussed the more unusual and rare books encountered in the history of children's literature since the earliest days of its development, and read excerpts from old chap books and Sunday School pamphlets. He emphasized the importance of the physical side of any books for girls or boys.

An interesting discussion followed between a number of the guests among whom were Dr. George Hilliard of Kalamazoo State Teachers College, Louise Singley of the Kalamazoo public library, Isabelle Chaffin of the Dearborn public library, Mabel Moore, supervisor of children's work, Muskegon, and the author of American humor, Constance Rourke.

A luncheon attended by 70 librarians and friends preceded the afternoon meeting. A very colorful feature of the program was the period costumes worn by members of the children's department.

MAY G. QUIGLEY, Chief  
Children's department

Public library  
Grand Rapids, Mich.

### To Receive Grant

Edith Lathrop, assistant specialist in school libraries, U. S. Office of Education, is to receive a grant-in-aid from the Carnegie Corporation to support a study of rural school libraries and county library service to schools.

**What Do Children Read?**

An interesting story is that of the study of children's reading as it was made by Marian A. Webb, head of children's work at the Public library, Fort Wayne, Indiana. Miss Webb says of the study:

We have been distributing to both public and parochial grade schools a questionnaire asking that the answering of the questions be made a class exercise in English. The schools have been very much interested and are glad to coöperate. Most of them have asked for a return report to them of what we find. And our findings are proving most interesting. The situation is as I have long suspected. We children's librarians have no idea what children read. We think because we give them good library books that they are reading good things. We are planning to base our next year's work on our reports from these questionnaires. . . .

The questionnaire distributed is as follows:

School	Grade
Name	Age

Boy or girl (check)

Race or nationality

Race or nationality of father

Race or nationality of mother

Do you read library books?

Have you a library card? Are you using it now?

Check the places from which you take library books:

Main library

Branch (name)

School

Playground (name)

Summer camp (name)

Book wagon

Other places (name)

Do you own any books?

Name several of these:

Name 5 library books which you have enjoyed:

What kind of books do you like best? Why?

What is your favorite book?

Do you read magazines? What magazine do you like best?

Do you read newspapers? What part of the newspaper do you like best?

- Do you go to the movies? How often?  
What kind of pictures do you like best?
- What books have you read as a result of seeing a picture?
- What books have you read because you had heard about them over the radio?
- Do you read any books other than your own and library books?
- If so where do you get them?
- To what school clubs or other organizations such as Boy Scouts, Girl Scouts, etc., do you belong?
- Do your parents read library books?

**Meetings of Philadelphia School Librarians**

The program of the School Librarians' association of Philadelphia and vicinity for this season has been of a "socialized" nature in that it has participated either actively or as audience in the important educational events offered by the city's two universities and its system of public education.

At a sectional meeting of the Temple University Fall conference on secondary education, Mr. C. C. Certain and the president of the Association made delightful informal addresses.

At Schoolmen's Week, held annually in the Spring at the University of Pennsylvania, the Association staged a demonstration of a junior high school library at work. Through the courtesy of the Library Bureau and the coöperation of various school librarians, a charming school library was set up in the University's beautiful Memorial Hall. The demonstration consisted of 1) Before-school activities, with Margaret M. Mills acting as librarian in charge; 2) A lesson on biographical reference aids, given by Ethel H. Feagley; and 3) Application of the lesson in the library.

At the Philadelphia Teachers' association Spring conference of higher schools, a library sectional meeting in charge of the School Librarians' association was held. Parke Schoch, associate superintendent, discussed the senior high school library situation, and heads of the de-

parts of English, social studies, science, and art in four of the city high schools spoke on the contribution of the library to their special fields of instruction.

At another meeting, the librarians of Philadelphia's three Trade and Continuation schools, Miss Freeman, Miss McManus, and Miss Silverman, presented their unique problems in a most interesting manner.

The Association has been active in collecting data and submitting recommendations for the improvement of school library service. Thru the efforts of the preceding president, Edith Brinkmann, scrap-books of Philadelphia public school libraries are being prepared for the A. L. A., the Pennsylvania state library council, and the local archives.

We have had a busy and "constructive" year. It has been made possible by the enthusiastic support of all its members. We should be glad to hear from similar organizations and to have suggestions for next year's program.

ADA F. LIVERIGHT  
Pedagogical library President  
Philadelphia, Pa.

#### Conference on Child Welfare

A conference on Child Health and Protection was held at New Brunswick, New Jersey, April 17-18, as a result of the White House conference.

A continuation committee, consisting of chairmen of all committees represented at the New Brunswick conference, has been established for the purpose of carrying out in the various localities of New Jersey the recommendations and resolutions passed at the conference. Special circulars enclosing these recommendations and resolutions have been sent out to the librarians of New Jersey.

Copies of results and plans of work may be had from Sarah B. Askew, librarian, New Jersey public library commission, Trenton.

#### News from the Field

##### East

Irene Robinson (Simmons '27) has been appointed office librarian, State department of education, Hartford, Connecticut.

Elizabeth Welt (Simmons '29) is now an assistant in the foreign department of the Public library, Providence, Rhode Island.

Harriet Rourke (Simmons '29), librarian of the Veterans' Hospital at Sunmount, New York, has been transferred to the Veterans' Hospital at Newington, Connecticut.

The two-hundredth anniversary of the birth of William Cowper, the English poet, was commemorated at Yale University on April 22 with the opening of an exhibition of Cowper's works and rare letters, including many first editions of his most noted works, in the rare book room of Yale's new library.

The city of Portland, Maine, is rejoicing aloud over the recent remodeling of its public library building. This latter, an example of the Richardson type of architecture of 40 or 50 years ago, has been repaired, the interiors redecorated, and the quarters readjusted in size and arrangement thereby increasing to a large degree the use and enjoyment of the library's contents.

Mrs. Harriet de Kraff Woods, retired superintendent of the Library of Congress building, died May 12. She entered the Library of Congress in 1900 and was appointed overseer of the building in 1922 where she served until her retirement in 1928.

##### Central Atlantic

Dorothy R. Varian (Drexel '28) has been appointed librarian of Warren County library, New Jersey.

Louise Hansen (Pratt '20) has taken the position of branch assistant in the Osterhout free library, Wilkes-Barre, Pennsylvania.